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A B C D E F G H I J K L M N O P Q R S T U V W Y Z

SPELLING  
LESSONS  
GOVE

A B C D E F G H I J K L M N O P Q R S T U V W Y Z

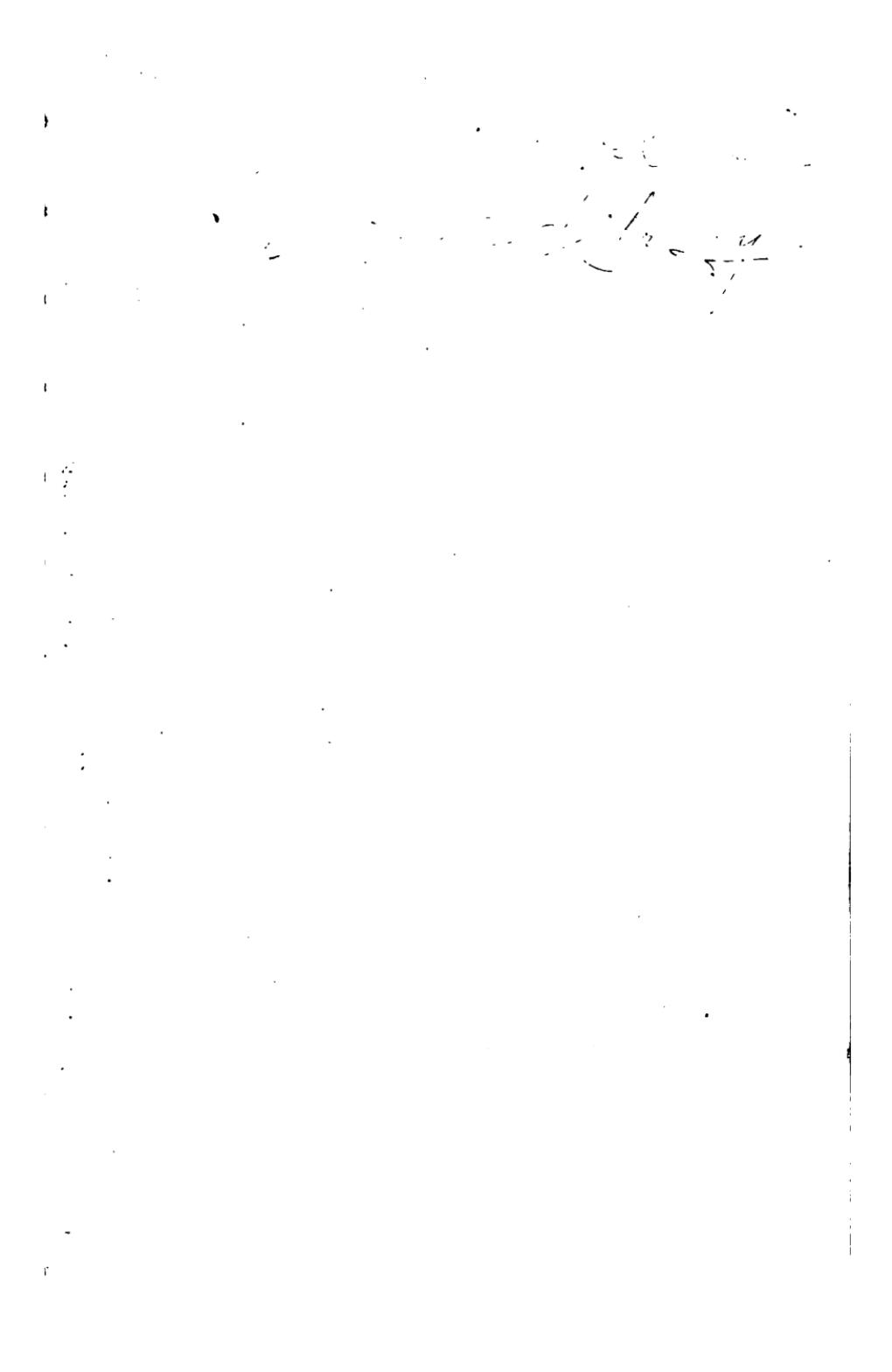
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# SPELLING LESSONS

FOR INTERMEDIATE GRADES

BY

AARON GOVE, LL.D.

FORMERLY SUPERINTENDENT OF SCHOOLS  
DENVER, COLORADO

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## PREFACE

Ability to spell correctly depends in part upon the ability to associate certain sounds with groups of letters that usually indicate those sounds, and in part upon the ability to recall the form of a word after having seen it. Oral spelling, together with the pronunciation of syllables after spelling, will give a training which will aid in associating certain sounds with the ordinary groups of letters that form syllables and words; it will also help to secure correct, clear-cut articulation and distinct enunciation. In other words, oral spelling will help one to learn to spell such words as may be called *regular* in their spelling. On the other hand, the *forms* of words whose spelling is *irregular* must make on the mind an impression which will reproduce them whenever the demand is made upon the memory. The eyes must be trained to see, the ears to hear, and the memory to retain what has been seen and heard.

The exercises following this preface are designed to give this training; but to be effective, the training should be given systematically and persistently. Teachers who are both systematic and persistent in their efforts to teach spelling will be successful. Five minutes a day should be given to eye and ear training. Such exercises as are given in the book may be first used, and when the pupil has become familiar with their purpose and has entered into their spirit, others may be added. It should be remembered that accurate seeing and hearing depend to a considerable

extent (when the eyes are in normal condition) upon the degree of attention given. With children, attention is gained by gaining their interest in the subject, and it is retained by retaining their interest; hence the importance of well-prepared, clean-cut, short exercises.

As language work and spelling are closely connected, a few language lessons have been introduced, more by way of suggestion than because the author has any desire to make language work a prominent feature of the book. It has seemed best to hold the attention of teachers and pupils to the main object of this spelling book, viz., to teach *spelling*. Every language lesson, in fact, should be a lesson in spelling as well as in the expression of thought.

Words may be divided into three classes: (1) words so familiar to the pupil that he uses them in his daily conversation; (2) words that are partially familiar,—such, that is, as he hears in conversation and sees in the books he reads, though they are not sufficiently well known to him to form a part of his own vocabulary; (3) words wholly unknown to him.

These classes of words may be grouped as follows:

1. Familiar words;
2. Partially familiar words;
3. Unknown words.

Words in the first class are entirely above the child's horizon, and these should be taught because he needs them for daily use. Words in the second class are partially above the child's horizon, and these should be taught in order to enrich his vocabulary. Words in the third class should receive no attention. When they begin to show themselves above the horizon of the child they enter the second class and should then be learned. Ideas before words should always be insisted upon.

For the teacher, the necessity of accurate knowledge as well as ability to enunciate clearly and correctly is evident.

The repetition of the pronunciation of a word by the pupil syllable by syllable is of great importance.

In this book the author has been guided in the classification of words by the principles enunciated above, but it should be remembered that *no* classification will fit the needs of all pupils.

A. G.

MAY, 1905

## **EXERCISES FOR DRILL**

### **EYE TRAINING**

For the following exercises each pupil should be provided with paper and pencil.

#### **EXERCISE I**

##### **TEACHER'S DIRECTIONS TO PUPILS**

1. Spelling books closed. On page [*name the page*] you will find spelling lessons arranged in columns. At a given signal you will open your books, look at the words in Lesson [*name the lesson*] in the [*first, second, third, or fourth*] column, and then close the books at my signal. I shall give you not more than half a minute to look at the words. After closing the books you will write the five words from memory on your paper just as you saw them in your book, omitting the marks.<sup>1</sup>

NOTE. Having written the words as directed, the pupils will compare their work with the words in the book, and note mistakes.

2. Books closed. Page [*name the page*], Lesson [*name the lesson*], last five words in the — column.

Verify the work.

3. Books closed. Page —. First five words in Lesson —, arranged in reverse order [*fifth, fourth, third, second, first*].

<sup>1</sup> Teachers who desire to have the diacritical marks copied will so direct, but the practice is not recommended, at least for the present.

## **EXERCISES FOR DRILL**

**7**

Verify the work.

**NOTE.** Three trials will probably be sufficient for one exercise on the same day. Increase the number of required words in the exercise from day to day, as you find the pupils able to meet the demand.

### **EXERCISE II**

#### **DIRECTIONS TO TEACHERS**

Write two lines of poetry upon the blackboard. Ask the children to look at them for a moment; then erase or cover the lines. Now require the children to repeat or to write them.

**NOTE 1.** Increase the number of lines from day to day, as the pupils gain power to see quickly what has been written.

**NOTE 2.** This exercise may be varied by substituting prose for poetry.

## **EAR TRAINING**

### **EXERCISE I**

*Oral or written.* The teacher will pronounce distinctly, once only, four or five familiar words. The pupils will then repeat or write the words in the same order.

Increase the number of words given in an exercise, as the ability of the pupils to reproduce them increases.

**NOTE.** This exercise may be varied by using letters or figures instead of words.

### **EXERCISE II**

*Oral or written.* The teacher will read, once only, one or more lines of poetry, and the pupils will repeat or write them from memory.

Increase the number of lines from day to day, as the pupils' ability to repeat them increases.

**NOTE.** This exercise may be varied by substituting prose for poetry.

**EXERCISES FOR DRILL****MISCELLANEOUS EXERCISES****EXERCISE I****DIRECTIONS TO TEACHERS**

Words ending in *ight*.

*Oral.* Name some word ending in *ight*. Ex.: *fight*.

Each pupil is asked to name one, and the trial is continued until no other word ending in *ight* can be named.

*Written.* Each pupil will now make on his paper a list of all words in *ight* that he can recall.

**Note 1.** The pupil having the longest list will slowly read his words while the others check from their own lists the words which they already have, and add those which they have not.

**Note 2.** The completed lists should be copied by all the pupils under suitable headings. This exercise may be repeated with such terminations as *able*, *ible*, *ful*, *ough*, *tion*, etc. Give exercises with the same termination until the words are familiar.

**EXERCISE II**

Words beginning with *qu*. Ex.: *quire*.

Directions as in Exercise I, above.

**Note.** This exercise may be repeated with words containing any unusual combination of letters : as, *wr* in *wrap*, the first letter being silent ; *ph* in *pheasant* ; *ie* in *believe* ; *ai* in *hailed* ; *au* in *auction* ; *ea* in *beaver*, etc. Make the exercise a game.

**EXERCISE III**

Words in which a consonant is repeated at the beginning of the following syllable ; as *c* in *accurate*, *n* in *beginning*, etc.

*Oral.* Each pupil will, if possible, contribute one word in which *t* is doubled. Ex.: *fitting*.

*Written.* When such words are exhausted every pupil will make a written list, as in previous exercises.

The written lists having been made, verify as before.

NOTE 1. This exercise may be repeated until words containing double letters, especially troublesome double letters, are learned. As usual, make the exercise a game, each pupil trying to make the longest list of words.

NOTE 2. One of the foregoing exercises should be given every day, until the pupils are so familiar with the forms of the words in the required lists that they can spell them correctly without hesitation. These lists contain most of the troublesome words in our language, and much time will be saved in the end if this preliminary work is thoroughly done.

The first few lessons in spelling contain words much used in written composition by young pupils; hence their early introduction. The lessons which follow comprise words with few irregularities. In these lessons the spelling should be mainly oral, and each syllable should be distinctly pronounced by the pupil after he has named the letters that form it. When, however, the syllable contains but one letter, and the name of the letter is also its sound in the word, the syllable need not be repronounced after the letter is named: as, a-w-a-k-e, *wake, awake*; O-h-i, *hi*, o, *Ohio*.

Irregularities in spelling are dealt with in the exercises, to which reference is made above, and the more difficult words are arranged in lessons for the higher grades. In the meantime, however, the exercises in eye and ear training should be given daily, to the end that many of the irregularities may not become difficulties.

## KEY TO PRONUNCIATION

### VOWELS

ä as in fate	i as in ice	ü as in use
å " senåte	î " fdea	û " finite
ä " fåt	ï " It	ü " üp
ää " ärm	î " slr	ü " für
æ " gall	ÿ " machïne	ü " rgle
å " åsk		ü " pull
a " what	ö " öld	
å " cäre	ö " öbey	ÿ " fly
	ö " nöt	ÿ " babÿ
ẽ " mëte	ö " move	
è " évent	ö " wolf	ew " new
ë " mët	ó " són	oi " boil
ë " hër	ö " hörse	oy " boy
é " thëre	oo " föod	ou " out
ee " feët	öö " fööt	ow " cow

### CONSONANTS

c (unmarked)	as in call	qu (= kw)	as in quit
ç	" mice	ç (= z)	" iz
ch (unmarked)	" child	si (= sh)	" tension
eh (= k)	" school	th (unmarked)	" thin
ci (= sh)	" gracious	th	" then
g (unmarked)	" go	ti (= sh)	" motion
g (= j)	" cage	wh (= hw)	" what
ng	" ring	x (unmarked)	" vex
n (= ng)	" ink	ç (= gz)	" exact
ph (= f)	" phantom	z	" zone

All other unmarked consonants have their usual English sounds.  
 Vowels when obscured and turned toward the neutral sound are marked thus, *ä*, *ë*, etc. Silent letters are italicized.

# SPELLING LESSONS

## GRADE IV

### Oral Spelling

“Oral spelling and the pronunciation of syllables train the ear to connect the sounds of words and syllables with the ordinary combinations of letters that represent the sounds.” (See Preface.)

The syllables should be pronounced as found in the correct pronunciation of the word, thus —

*dif fi cul ty*, — d-i-f, *dif*, f-i, *fi*, *diffi*, c-u-l, *cul*, *difficul*, t-y, *ty*, *difficulty*. In pronouncing the second syllable say f-i, *fi*, not f-i, *fī*.

## GRADE IV

### LESSON 1

Copy, learn, and write from memory:

“ Little by little,” said a thoughtful boy,  
    “ Moment by moment, I’ll well employ,  
Learning a little every day,  
    And not misspending my time in play;  
And still this rule in my mind shall dwell,  
    ‘Whatever I do, I will do it well.’ ”

Copy:

### LESSON 2

The names of the days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. These names always begin with capital letters.

Spell:

Sūn'dāy	Mōn'dāy	Tūes'dāy	Wēdnes'dāy
Thūrs'dāy	Fri'dāy	Săt'ür dāy	ĕm ploy'
mĕm'ō rÿ	lĭt'tle	thôught'ful	dwĕll
mō'ment	lĕarn'ing	spĕll'ing	what ĕv'ĕr

*"A good book is the best of friends,—the same to-day and forever."*

Copy:

## LESSON 3

There are twelve months in the year. Their names are January, February, March, April, May, June, July, August, September, October, November, December. These names always begin with capitals.

Spell:

Jān'ū à rý	Fěb'rú à rý	Märch	Ā'príl
Máy	Jūne	Jú ly'	Au'güst
Sěp těm'běr	Öc tō'běr	Nó věm'běr	Dě čěm'běr

## LESSON 4

pläçe	nōon	lived	sheēt	gōod
eōol	plōd	cōat	priđe	yēar
hoōp	věrse	tōuch	dōor	pō'ém
yoōth	twīrl	chāfe	chīme	hew
trāsh	cāge	lūte	děnse	fōol

## LESSON 5

skāte	chěck	ärch	lătch	běnch
stärve	cūbe	träck	slēeve	fāče
mēek	fěnçe	growl	rāçe	pēep
roōt	skirt	dāte	pěck	rōpe
hīgh	rāte	lěnd	běnd	vāst

*"He who is true to his friends is true to himself."*

LESSON 6

purr	screen	thrift	scrawl	troop
pomp	är'my	stripe	shark	draft
depth	widht	warmth	length	breadth
spoon	brood	creek	moose	loose
school	sheep	tooth	cheese	wheel

LESSON 7

she	bädge	bälm	bärgé	bass
bach	bäthe	bawl	bëech	bërth
bländ	bläck	bläme	bläde	bläst
bläze	bleed	blind	blöat	blöck
blöom	blünt	böast	böat	böom

LESSON 8

stone	frësh	spënd	cöax	bärd
flash	shïne	prïze	thäñk	gräçe
smëlt	slïde	stämp	gämë	dësk
spïne	twïçe	cärve	pümp	blüsh
bring	pürse	flesh	bünch	thätch

LESSON 9

point	clöthes	prüde	clown	sphëre
squâre	prïsm	fôrge	sprüçe	chûrch
blänk	bïrch	swärm	thîrst	snïpe
lärch	strïct	röar	gräpe	thrïve
swämp	clïck	ströng	chängë	bûrst

## LESSON 10

súch	lěad	bráss	pěach	sküll
sháwl	glóve	púnch	múnch	tôrch
tréncb	scráp	chíñk	brúsh	múmps
táught	crowd	crútch	crúst	dúnce
rínse	skúñk	fríngé	flánk	thrúsh

## LESSON 11

stóod	sweét	stéep	smóoth	bróok
wóol	flééçe	moón	blóod	choóše
flóor	glóom	stoóp	broóm	squééeze
zínc	i'ron (irn)	gláze	round	cáuse
réach	çéase	oil'ý	stéel	cóal

## LESSON 12

chärt	scálp	spónge	twíne	láiid
gáte	měnd	róad	sáme	lärgé
slóop	cheék	cheér	roóm	moist
dödgé	böwl	bráid	bráin	bréèze
fréëze	stráit	béam	böots	drown

## LESSON 13

flöck	clásh	nérve	fríght	stärch
gréase	věal	snéak	brěast	wéar
sínce	bránchez	swíng	world (a)	chärm
stěrn	chánt	glímpse	fáke	blěnd
lāthe	fáil	shóve	word (a)	clénn

## LESSON 14

thrōb	drōne	plāins	chīrp	eȳes
grōss	grāze	āsked	brūte	shōwn
seēds	būmp	prove	grāss	clēar
ěarth	streeēt	brīdge	ěach	rēef
soup	cōast	fīrm	pōor	mouth

## LESSON 15

nēat	grōw	glōss	rūde	grānd
swōrd	dāwn	hūsk	strāin	sūit
truħ	thrōw	smēar	whīsk	glānce
choīce	spīte	vāin	guēss	flour
wīnče	thrōng	twītch	ūrge	mount

## LESSON 16

## Dictation

Hearts, like doors, can ope with ease  
 To very, very little keys;  
 And don't forget that two of these  
 Are "Thank you, sir," and "If you please."

(Illustrate the following exercise with a prism)  
 Copy:

By means of a prism a ray of light may be separated into seven colors, usually called the seven primary colors. The primary colors are red, orange, yellow, green, blue, indigo, violet. Other colors are made by mixing two or more of these.

*"In the bright lexicon of youth there's no such word  
as fail."*

Spell:

rěd	ðr'āngē	yěl'lōw	grēen
blūe	īn'dī gō	vī'ō lět	scär/lět
mà rōōn'	mà gěn'tā	pūr'ple	grāy
lī'lac	rūs'sět	ăz'ūre	ĕm'ĕr ăld

### LESSON 17

#### Names of cities and countries

Lón'don	Ā měr'ī cā	Pär'īs	Āus trā'lī ă
Čhī cā'gō	Eū'rōpe	Mā drěd'	Wash'īng tōn
New Yôrk'	Āf'rī cā	Běr līn'	Bal'tī mōre
Rěch'mond	Īn'dī ă	Ā'sī ă <small>(sh)</small>	Sān Frān qěs'cō

Names of particular persons, places, or things should always begin with capital letters. Such names are called *proper names*.

#### Number of days in the month

Thirty days hath September,  
April, June, and November ;  
All the rest have thirty-one,  
Except the second month alone,  
Which hath but twenty-eight, in fine,  
Till leap year gives it twenty-nine.

## LESSON 18

Fill the blanks below with *there* or *their*; *is*, *are*, *was*, or *were*.

A few rules for spelling should be learned. These rules when learned — very helpful. — value, however, depends upon the thoroughness with which they have been learned. Most pupils forget — rules when writing — compositions and quotations, as in “Where our treasure —, — will our hearts be also.”

## LESSON 19

frēs'cō	vā'por	jīn'gle	rē tūrn'
mūs'tārd	rāre'lý	mīl'lēr	rāg'gēd
hās'ty	tow'ēr	dē clāre'	mīn'gle
rāt'tle	spār'rōw	chī'nā	rānk
gōb'lēt	bēg'gar	ād'vērb	bōt'tle

## LESSON 20

nāp'kīn	cru'ēt	bēck'on	āg'ō ný
härp'ēr	à void'	süb mīt'	āt tāck'
bē cāme'	grāss'ŷ	āl'cōve	lōz'ēngē
ěx tēnd'	nō'tīçē	ē lēct'	cräck'ēr
mūt'ton	ěs tāte'	bāp tīze'	ān óth'ēr

## LESSON 21

līv'ēr	büb'ble	āc'tīve	īn quīre'
hānd'sōme	būc'kle	chēck'ēr	būck'ēt
bru'tal	ěx qēl'	dē sīgn'	ěx ăm'ple
chēr'rŷ	lēm'ōn	swāl'lōw	çŷ'prēss
līn'dēn	cūr'rānt	fōs'sīl	hīck'ō rŷ

*'Tis education forms the common mind ;  
Just as the twig is bent the tree's inclined.—POPE.*

## LESSON 22

cōn tāin'	māin'ly	law'lēss	Cān'a dā
coūg'in	fārm'ēr	ěx plāin'	dīs hōn'ěst
shōul'dēr	ūse'lēss	found'ēr	sīde'bōard
chāir'mān	tīm'bēr	rē clāim'	stāir'cāse
gīng'hām	mūr'dēr	mār'ble	pī ān'ō

## LESSON 23

ěn slāve'	īm pōrt'	cūr'dle	pěd'dle
tīnt'ěd	pūp'pȳ	fil'tēr	bōd'ī lȳ
bīsh'ōp	lē'gal	cās'tōr	ō'pī ūm
būsh'ěl	nois'ȳ	nōr'māl	prōf'it
trow'ěl	prē'fix	dē fēr'	tīck'ět

## LESSON 24

fāll'en	ěs cāpe'	līn'īng	mān'tle
rēv'ěl	nīne'tȳ	ěx cēss'	fōrm'āl
mān'lȳ	är rīve'	lā'bēl	ăp plȳ'
ăp point'	āf fōrd'	ăn'tīc	ăt'ōm
är'bōr	à pärt'	ăl'tō	Ām'ā zōn

## LESSON 25

pul'leȳ	gÿp'sȳ	īn'sěct	spěll'ěr
plāt'fōrm	hūn'gēr	prōmpt	mīs tāke'
ō bliğe'	tär'dȳ	point'ēr	ě rās'ěr
strēngth	stūd'ȳ	cūn'nīng	săt'īs fȳ
ěx īst'	vūl'gar	zē'rō	fūr'thēr

*"Virtue is the health and beauty of the soul."*

### LESSON 26

wīr'ȳ	nō'ble	nō'blȳ	sāu'sāgē
hūm'ble	hūm'blȳ	sī'lēnt	cōm'pass
à fär'	trī'ō	rīv'ēr	nōth'īng
ðft'en	flow'ērs	sāl'or	kēep'īng
mouth'fūl	glāss'ȳ	cōv'ēred	bōd'īes

### LESSON 27

dō'īng	bīt'īng	nā'tiōn	cūs'tōm
nīm'bly	dīs'māl	āc'çēnt	dē fēnse'
bē wāre'	bē trāy'	lī'ōn	vān'īsh
tī'gēr	mūsk'rāt	sē cūre'	ēl'ē phānt
zē'brā	lýnx	wolf	rē'gāl

### LESSON 28

sōme'thīng	clōth'īng	rē çīte'	rē spōnd'
ās'tēr	thīs'tle	grēed'ȳ	ōb tāin'
lōve'lȳ	bē twēen'	dārt'īng	mōv'īng
sȳs'tēm	rāck'ēt	whīs'tle	rāil'rōad
cōr'sēt	ēr'rōr	vīr'tūe	stā'tiōn

### LESSON 29

trōp'īc	sūc çēss'	lōne'lȳ	flāt'ī rōn <small>(ārn)</small>
wrīt'īng	sā'crēd	ěx cūsē'	ärm'ful
cōm'mērće	dē šērt'	whīt'en	sāuče'pān
gīn'gēr	cār'rōt	vā'rȳ	äl'mōst
plūn'dēr	īm prōve'	wēl'cōme	vāl'ūe

*"They who listen to themselves will not be listened to by others."*

## LESSON 30

nǔm'běr	hū'man	rǎb'bít	sǐx'tý
bǒn'nět	ūn'iōn <sup>(y)</sup>	kǐt'en	cǒf'fǐn
úg'lý	sǐs'tér	pā'pěr	pò lítē'
fǒr'ěst	sǔn'shíne	sōr'rý	lǐv'īng
cǎn'çér	fǒr gět'	cōm'món	frō'zen

## LESSON 31

pū'píl	pǎr'rót	cōm'fōrt	căt'tle
gōs'pěl	nē'grō	mǎn'něr	fǐn'ish
brō'ken	sûr'fāçē	gěn'tlý	văl'or
věl'vet	īn'lět	aw'fūl	ān'gěl
hē'rō	món'eý	mōt'tō	sǔp plý'

## LESSON 32

bě lǒng'	sûr príše'	därk'něss	cōn'tí něnt
voy'ágé	dóz'en	bě fōre'	pěr'fěct
à lärm'	bět'tér	sǎv'ágé	lăt'í tūde
hěr'ón	ru'ín	gräm'mar	ā'pri cōt
ít sělf'	pěp'pěr	dě çídē'	ím ág'íne

## LESSON 33

bēe'tle	seék'íng	cǒf'fēe	seé'íng
ěx çeed'	rě dēem'	bǎl lōon'	prōp'ěr
sǎl'á rý	cǎn'çél	īn'tér ěst	děn'tist
pěb'ble	frǎc'tiōn	dǐ vǐ'sqr	cheér'fūl
rě fined'	sǎd'něss	plow'man	hōme'wārd

*"An idler is a watch that wants both hands,  
As useless if it goes as if it stands."*

## LESSON 34

proōf	drīv'ěr	dōc'tor	bāk'ěr
brō'kěr	cōb'blēr	mā'son	cär'pēn těr
flō'rīst	grō'čēr	bānk'ěr	mīn'īs těr
būtch'ěr	drūg'gīst	lāw'yēr	bläck'smīth
mēr'čānt	ěn'gīne	bār'bēr	gär'den ěr

## LESSON 35

prīš'on	hūn'grý	prō těct'	mū'sīc
cōr rěct'	hăp'pý	bē sīde'	rūn'něr
shěl'těr	quīck'lý	ā móng'	lěs'son
sěn'tēnčē	down'ý	lět'těr	sūm'měr
pěn'číl	wòn'dēr	stānd'īng	bē gǎn'

## LESSON 36

sět'tle	bās'kēt	sūp'pēr	těn'děr
cōm'ět	wīn'těr	fūn'ný	cär'rý īng
rǔst'ý	rěl'ish	pěr'ish	ē'ven īng
bū'gle	tīnk'ěr	rē šōrt'	sūl'trý
pōck'ět	bush'ý	tīn'dēr	rē wārd'

## LESSON 37

drōp'pīng	çīr'cle	flăx'en	vī ò līn'
đb'lōng	ăn'gle	wăx'en	stōck'īng
cūt'těr	ěl'bōw	rūf'fle	tōr pē'dō
ăn'kle	fish'ý	hănd'le	mīt'těn
fěl'ón	ā'pron	cră văt'	cōl'lār

## LESSON 38

**Dictation**

So the Bluebirds have contracted, have they, for a house?  
 And a nest is under way for little Mr. Wren?  
 Hush, dear, hush! Be quiet, dear; quiet as a mouse.  
 These are weighty secrets, and we must whisper them.

## LESSON 39

rōb'īn	cuck'ōo	wīl'lōw	hēm'lōck
prē pāre'	sē lěct'	nūt'měg	dī vīde'
fūr'něsh	měd'wāy	būt'ton	būt'těr
clěv'ěr	bě hōld'	ăt'tīc	ō'pen īng
kīnd'lý	pow'děr	věs'sěl	mūl'tī plý

## LESSON 40

dě cāy'	dīv'ěr	cōt'tāge	dām'āge
sīn'gle	trūmp'ět	těn'qr	scribē
mūt'těr	tō'wārd	çīv'il	dīs'třict
äl'děr	lōft'ŷ	būn'gle	būn'glěr
rē new'	līs'ten	mōld'īng	měd'ī çīne

## LESSON 41

ā bōde'	mōld'ěr	ī'vō rŷ	hās'ten
sūd'děn	rē sīde'	sūn'rīše	būt'těr cūp
chō'sen	çēn'těr	rāv'sīns	çēn'tū rŷ
stěad'ŷ	lēē'wārd	wāit'ěr	än'ī māl
mā'ple	lēdg'ěr	här poōn'	awk'wārd

*"Make method your slave, but be not a slave to method."*

## LESSON 42

fē'věr	flăx	fǒg'gý	rǒs'těr
fě'r'ry	flăsk	fǒlks	frěc'kle
fi'ěr ý	flēa	fōrće	rǐg'qr
hā'zel	flēck	fōught	frǐt'těr
mōt'ley	flint	frāil	fū'el

## LESSON 43

fǔn'něl	gǎng	měm'běr	hǎm'měr
gǐg'gle	gäpe	mēre'lý	gǔm'mý
gär'gle	gasp	měd'dlíng	hǎn'kěr
gòv'ěrn	gāze	měd'dle	hǎp'pen
gǔl'lý	grēet	mōl'ten	mǎr'rý

## LESSON 44

härsh	měl'lōw	scäm'pěr	ǐ'dle
hǔmp	měd'leý	hǔd'dle	ǐn'fānt
fǐnch	hōp'pěr	mǎl'īce	ǐn'hāle'
hědge	hōv'ěr	hūr rāh'	ǐn'něr
lōos'en	hōck'eý	hý'drant	mär'věl

## LESSON 45

ǐ'těm	hārl	lín'ěn	lǔck'ý
lō'cāte	eight	mǎn'āgē	môr'tar
lōw'lý	<sup>(a)</sup> lōan	měd'āl	mōv'ā ble
lăd'děr	jāmb	měd'dle	mǐn'ū ěnd
lăd'en	loin	měr'çý	măt'tǐng

*"It is less difficult to plant new truths than to root out old errors."*

## LESSON 46

měd'dle	pět'ty	pán'ěl	pán'thěr
něg lěct'	neigh <small>(B)</small>	pál'áče	pärch
něs'tle	nō'tiòn	ôr'phān	pär'don
níp'pěrs	óf fěnd'	ò pāque' <small>(K)</small>	pär'lqr
nös'tril	óp pōše'	pás'tqr	nös'tril

## LESSON 47

păt'těr	pě'rě qđ	pět'ty	pōl'lěn
rou tīne'	přm'ple	plěad	pōp'pý
prě těnse'	přs'til	plěn'ty	pōst'áge
rěç'í pě	přtch'ěr	plünge	prăt'tle
pět'äl	pō liçe'	plůsh	prě fěr'

## LESSON 48

prōb'lěm	pǔlp	rǔp'türe	săt'ín
prōd'üct	nāpe	rě plý'	scôrch
prō mōte'	rāil	rě füte'	scýthe
pück'ěr	rēam	rōck'ět	sěc'ond
rě pōrt'	rēar	rhýthm	shág'gý

## LESSON 49

shǐft	shǐp'pěr	slív'ěr	ū'nít
shǐrk	shǐv'ěr	snärl	vě'lágé
pûr sùit'	prí'or	tā'ble	rú'ral
prōx'ý	rō šětte'	těm'ple	wědgé
rà vîne'	slůsh	tic'kle	weigh <small>(B)</small>

*"Applause is the spur of noble minds, the end and aim  
of weak ones."*

## LESSON 50

ăd mĭt'	ăx'ī gal	whĕth'ĕr	clăt'tĕr
ăft'ĕr wărd	băck'wărd	vow'ĕl	prō trăct'
ă mount'	bă'r'ren	bĭl'lÿ	răñ'çor
ăt tĕnd'	bă'r'rōw	bĭ'pĕd	brăçe'lĕt
ăwn'īng	bĕ hăve'	bĭ sĕct'	băb'ō lĭnk

## LESSON 51

văl'ley	trĭp'lĕt	căr'gō	chănce
dĕc'ăde	tăs'süe <small>(ăh)</small>	Yăñ'kĕe	chărge
ăl'stĕr	că'ble	wōr'ry	chow'dĕr
bră'ĕr	că'lÿx	wĭz'ărd	çin'dĕr
brăt'tle	că năl'	chămp	clăim

## LESSON 52

blănk	swîrl	crăsh	săs pĕnd'
clēat	clĕf	crĕase	dĕ lăy'
clăinch	dĕll	thăth'ĕr	stout'lÿ
clăump	drăb	tăr'năsh	dĕ pärt'
cōurt	crăft	crămp	dă gĕst'

## LESSON 53

stă'găng	stăg'năte	prĕ săde'	făith
dăñ'gă	drăum'mĕr	măs'sile	fărçe
dăz'ză	ĕx çĕpt'	kăns'măn	fă't'ty
căz'ză	ĕx clăim'	hăg'gle	fă'vör
săt'tlăng	făñ'çă	glăz'īng	răs'păte

**LESSON 54****Abbreviations**

Some words are shortened in writing, two or three letters only representing the whole word; as, *Col.* for Colonel, *Esq.* for Esquire, *Rev.* for Reverend, etc. *Col.*, *Esq.*, *Rev.*, and similar forms are called *abbreviations*.

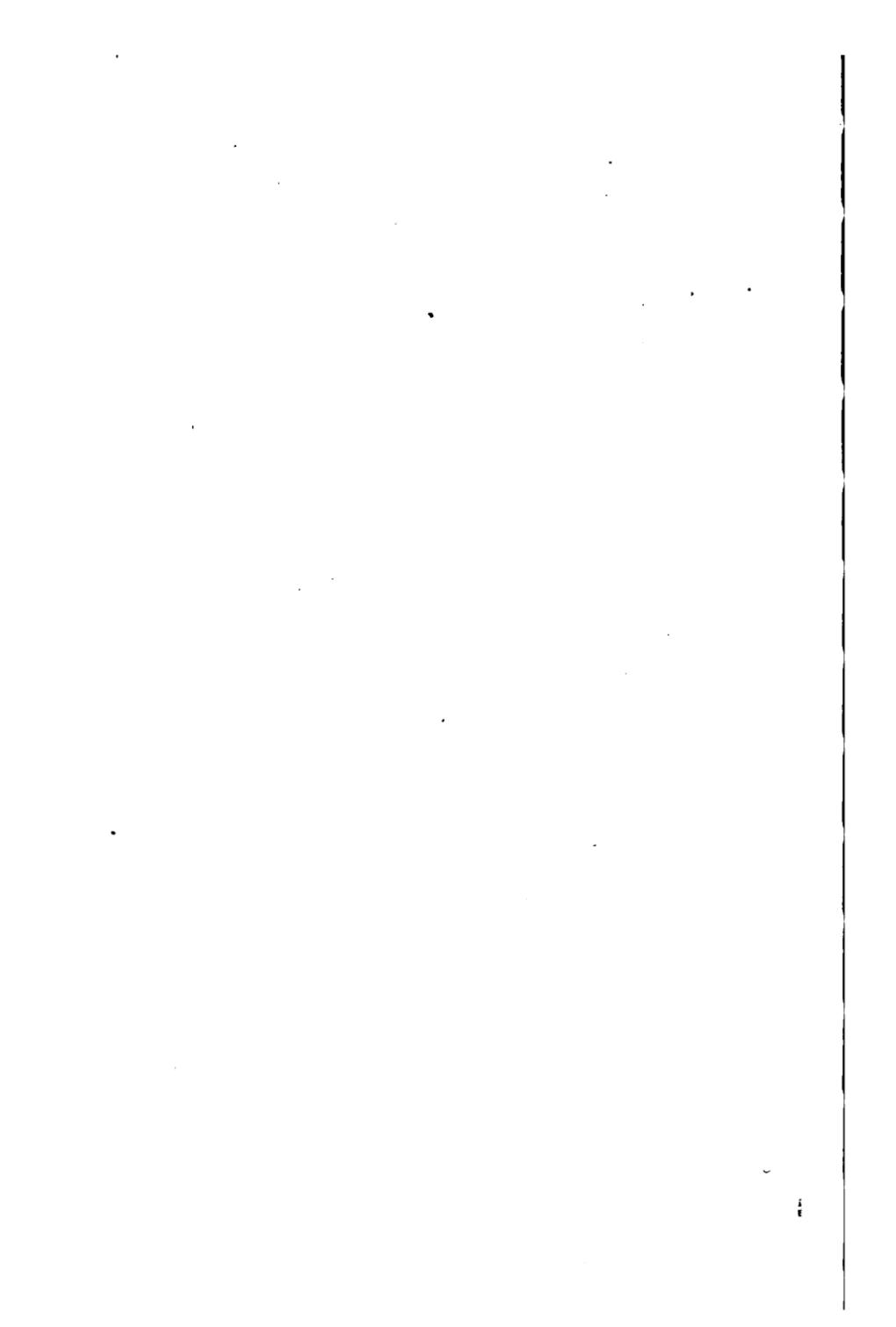
A period should be used after initials and abbreviations; as, *Mr. R. C.* Wentworth, *Rev. R. M.* Wilson.

Copy the following words and write the abbreviations:

January	Sunday
February	Monday
March	Tuesday
April	Wednesday
August	Thursday
September	Friday
October	Saturday
November	
December	

**LESSON 55****Dictation**

1. January and February are winter months.
2. March, April, and May are spring months.
3. June, July, and August are summer months.
4. September, October, and November are autumn months.
5. December is the first of the winter months.
6. The abbreviations of the names of the months are Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.
7. The abbreviations of the names of the days of the week are Sun., Mon., Tues., Wed., Thurs., Fri., Sat.



## GRADE V

### **Oral and Written Spelling.**

The following plan of work is suggested for this grade:

1. Spell the words orally in class, and give special attention to their meaning.
2. Prepare for written lesson by using each word in an original sentence, and writing the sentence with care.
3. Write the words as dictated by the teacher.

**NOTE.** Use as often as possible one of the exercises given in the first part of the book.

## GRADE V

### LESSON 56

#### Plural of nouns

You will notice that adding *s* to the words *house* and *book* makes each mean more than one. As a general rule, the addition of *s* to a word makes it plural.

Names that mean but one are said to be *singular*; those that mean more than one are said to be *plural*.

Copy the following words in this lesson, and after each one write its plural:

blōw	bōard	dīm'ple	flood
grōan	ā'gent	gōrge	fēnd'ēr
thīng	būl'lēt	sehōl'ar	cōn'tract
snaīl	cām'ēl	clōs'ēt	rē quēst'
trūnk	rē mārk'	brăck'ēt	show'ēr

### LESSON 57

#### Irregular plurals

Singular	Plural	Singular	Plural
ōx	ōx'en	thīs	thēsē
dīe	dīçē	louse	liçē
gōose	geēse	mouse	mīçē
thăt	thōse	fāir'ŷ	fāir'les
būg'gŷ	būg'gles	wom'ān	wom'ēn (1)

*“Where there is yet shame, there in time may be virtue.”*

### LESSON 58

#### Plural of nouns in *f* and *fe*

Some nouns that end in *f* or *fe* change the *f* or *fe* into *v* and add *es* to form the plural.

beef	bēeves	elf	elves
wolf	wolves	life	lives
thief	thiēves	shelf	shelves
wharf	wharves	sheaf	sheaves

1. Write eight sentences, using the words in the first and third columns.

2. Rewrite, using the plurals of these words.

### LESSON 59

#### Plural of nouns in *y*

Letters are divided into vowels and consonants. The vowels are *a, e, i, o, u*; and *w* and *y* are sometimes vowels.

If a noun ends with *y* preceded by a vowel, *s* is added to form the plural; as, *monkey, monkeys*.

If a noun ends with *y* preceded by a consonant, the *y* must be changed to *i* and *es* added to form the plural; as, *fly, flies*.

Write each of the following words so that it will mean more than one, and give a reason for the spelling:

kēy	ěn'ě mý	väl'ley	chěr'rý
lā'dý	dǔm'mý	säl'a rý	dǒn'keý
bā'bý	mōn'keý	tûr'keý	chǐm'neý
pěn'ný	mǔm'mý	fǎm'í lý	ăt tor'neý <small>(ă)</small>

*"No entertainment is so cheap as reading, nor any pleasure so lasting."*

## LESSON 60

Write the plurals of the following words, and give reasons for the spelling:

fō'gȳ	pōl'ī cȳ	cāv'ī tȳ	cōm'ē dȳ
dāl'rȳ	lūx'u rȳ	cōl'ō nȳ	bāl'cō nȳ
doi'lȳ	sō cī'ē tȳ	vīc'tō rȳ	är'mō rȳ
ěl'ē gȳ	fāc'ūl tȳ	träg'ē dȳ	līt'ūr gȳ
měl'ō dȳ	děp'ū tȳ	mī nōr'ī tȳ	līb'ěr tȳ
lōt'tēr ź	prōm'ōn tō rȳ	mōn'āreh ź	vā'cān cȳ

*"Every day is a little life, and our whole life is but a day repeated."*

## LESSON 61

Masculine	Feminine	Masculine	Feminine
boy	gīrl	sōn	dāugh'tēr
mān	wōm'ān	ün'cle	äunt
brōth'ěr	sīs'tēr	něph'ew	nīče
fā'thēr	mōth'ěr	mās'tēr	mīs'trēs
hūs'bānd	wīfe	pā pā'	mām mā'

1. Copy the feminine forms of words in the second and fourth columns above.
2. Write from memory, opposite each word, the corresponding masculine form.

*“One is seldom sorry for what he does not say.”*

## LESSON 62

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
bull	cow	bride'grōōm	brīde
hōrse	māre	gěn'tle man	lā'dy
mōnk	nūn	kīng	queēn
ēarl	count'ēss	lōrd	lā'dy
băch'ē lōr	māid	youth	māid'en
wīd'ōw ēr	wīd'ōw	sūltan	sūl tā'nā

1. Copy the masculine forms of words in the columns above.
2. Write from memory, opposite each word, the corresponding feminine form.

## LESSON 63

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
lăd	lăss	lī'ón	lī'ón ēss
ăc'tor	ăc'tress	hēir	hēir'ēss
pō'ēt	pō'ēt ēss	tī'gēr	tī'grēss
prōph'ēt	prōph'ēt ēss	tā'lōr	tā'lōr ēss
gōv'ērn qr	gōv'ērn ēss	əu'þor	əu'þor ēss

NOTE. The use of the ending *ess* to denote the feminine gender is gradually disappearing.

1. Copy the masculine forms of words in the columns above.
2. Opposite each masculine write from memory the corresponding feminine form.

## LESSON 64

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
g��d	g��d'd��ss	pri��st	pri��st'��ss
Jew	Jew'��ss	pr��nce	pr��n'��ss
h��st	h��st'��ss	h��nt'��r	h��nt'r��ss
��l'��nt	��l'��nt ��ss	j��n'�� t��r	j��n'�� tr��ss
d��c't��r	d��c'tr��ss	m��r'd��r ��r	m��r'd��r ��ss
p��'tr��n	p��'tr��n ��ss	sh��p'h��rd	sh��p'h��rd ��ss

1. Copy the feminine forms of words in the columns above.
2. Opposite each masculine write from memory the corresponding feminine form.
3. Why do *Jew* and *Jewess* begin with capitals?
4. What is the difference in meaning between the words *princes* and *princess*?

## LESSON 65

b��am'��ng	��a'gle	qu��ck	f��/mo��s
��n'ci��nt	'wr��th	gn��t	s��l'di��r
floun'd��r	qu��ff	br��athe	��l r��ad'��
s��a'p��rt	b��ar'��ng	r�� p��at'	f��il'��re
��uc'ti��n	qui'��t	��c count'	f��ur't��enth

## LESSON 66

do��'ble	qu��ck'en	qu��s'ti��n	m��in t��in'
f��u'��t	b��ast'l��	��e��v'��n	r��ad'��ng
qua��rt	thr��ad	��d jo��rn'	boun'd�� r��y
gri��ve	wr��ng	wr��n'kle	boun't�� o��s
bri��f	��chi��ve'	br��ath	br��ath'l��ss

*"Light injuries are made lighter by not regarding them."*

## LESSON 67

cōm'pōst	stēe'ple	slēdge	līm'bēr
tān'dēm	ī'gī cle	joy'lēss	ūp'wārd
cān'tēr	fāth'ōm	lārgē'lý	smūg'gle
stār'tle	gār'līc	tīck'īng	hōr'rīd
glūt'ton	tāl'lōw	grāp'ple	trēs'pass

## LESSON 68

tēl'ēr	āc cěpt'	mār'kēt	tēn'ant
rāth'ēr	grīnd'ēr	ăb'sēnt	lā'čīng
bē lōw'	sūb'ūrb	bōn'fīre	grēas'y
blēm'ish	fāre wēll'	ām'būsh	fū'tūre
tīn'gle	pāt'tērn	mōn'stēr	mār'gīn

## LESSON 69

grīme	glōōm'y	īn tēnse'	sā lūte'
wāke'ful	pār'tīal	dwarf	wēak'nēss
rās'cal	hūm'mīng	hēr'gld	cāre'ful
īn'dēx	ĕx'pōrt	hōn'eȳ	ăp pēar'
Ēas'tēr	sūl'phūr	hăb'it	īm pōše'

## LESSON 70

Letters, figures, and other characters are made plural by adding 's; as, "Cross your t's and dot your i's."

Fill the blanks on the following page with letters or figures requiring the apostrophe and s.

*"A great mind will ever have some leading object in view."*

1. There are two — in the word *letter*.
2. How many — are there in *pulley*?
3. Two — may be so written as to represent eleven.
4. Did you put two — in *Aaron*?
5. Two — and three — may be so written as to represent twenty-three.

### Dictation

If a man empties his purse into his head, no one can take it away from him. An investment in knowledge always pays the best interest. — FRANKLIN.

### LESSON 71

sōap	watch	wāist	shōck
trēat	thīck	thāw	scour
twīst	swītch	snātch	scrātch
stītch	strētch	sīg'nal	sērv'īce
sō'cial	spē'cial	wīs'dom	vēr'dict

### LESSON 72

scout	sōak	guīde	rē jěct'
shōok	screw	pītch	rēf'ūge
shrīnk	sēize	pāuse	rē joiçē
shōal	rīdge	rē vōlt'	tōngue
rōast	buīld	rēs'cūe	sēc'tiōn

## LESSON 73

à flōat'	è lās'tīc	rěm'nānt	wěalth
kěn'něl	fôr'fělt	rě spěct'	whěs'pěr
líq'uěd	kǐtch'ěn	rě tāin'	něrv'oūs
děs cūss'	făsh'iōn	sěs'siōn	pás'tūre
grān'īte	trāi'tōr	wít'něss	děs ó bey' (a)

## LESSON 74

ěr'rānd	cōm'mā	hěl'mět	pěl'lōw
răd'ísh	rě móve'	chăp'těr	ě quā'tōr
lōad	vǒl cā'nō	cōp'pěr	rě çěss'
güt'těr	à sīde'	běl'frý	pà rāde'
hōn'or	sǐl'věr	trī'fle	ě lěv'en

## LESSON 75

Words of one syllable are called *monosyllables*.

Words of two syllables are called *dissyllables*.

Words of three syllables are called *trisyllables*.

Words of more than three syllables are called *polysyllables*.

bōok	ě rěct'	pōl'ísh	splin'těr
gōng	ěn'trānčē	prō'noun	ěs'tī māte
clōck	çěn'tral	rě fū'šal	rā'dī āte
chałk	pěn'nānt	plěas'ūre*	plās'těr īng
speēch	dǔst'ý	bāse'bāll	věn'tī lā tōr
lōoked	tāk'en	sýl'lā ble	děc'tiōn à rý

Which words are monosyllables? Which dissyllables?  
Which trisyllables? Which polysyllables?

## LESSON 76

qui'ět lÿ	queēn'lÿ	quad rōon'	quō tā'tiōn
fl̄l'běrt	těs'tí fÿ	worſt'ěd	vǐš'í tqř
ðb'jěct	fǎm'í lÿ	pōš šěss'	Pà qǐf'Íc
sǔb'jěct	trňn'kět	měn' <sup>(n)</sup> ute	Āf'rí cä
cōm měnçe'	măt'trěſſ	süp pōſe'	stāg'gěr

## LESSON 77

hōb'ble	grōt'tō	ăb'bōt	ō'rāl lÿ
frēe'dōm	ādōpt'	ăf fěct'	çěl'ěr ſy
hěc'tic	graft'īng	fīre'mān	mān'gěr
prōg'rěſſ	rěm'ě dý	ſtrīke	ſtrīk'īng
prō grěſſ'	pār'īng	knūc'kle	wrīg'gle

## LESSON 78

## Pronouns

I	mŷ	our	they	mŷ ſelf'
mē	yoū	hím	thěm	hím ſelf'
wē	shē	hěrſ	thěir	yoūr ſelf'
üſ	hěr	ours	yoūrſ	our ſelves'
hē	híſ	mīne	thěirſ	yoūr ſelves'
ít	Its	yoūr	ít ſelf'	thěm ſelves'

1. Write four sentences in each of which some of the following words are used in place of the name *Mary*: viz. *I*, *me*, *my*, *you*, *she*, and *her*. EXAMPLE: *Mary* said to *her* teacher, “*I* shall try very hard to learn *my* lesson.”

2. Write four sentences, using the words *I*, *me*, *he*, and *him*, referring to *John*.

*"The habit of industry is most easily acquired in youth."*

## LESSON 79

one (wʌn)	one's (wʌns)	ones (wʌns)	ones' (wʌns')	wh <u>o</u> ēv'ēr which ēv'ēr
wh <u>o</u> wh <u>ose</u>	wh <u>om</u>	óth'ērs'		
th <u>at</u>	which	fôr'mēr	lăt'tér	wh <u>o</u> sō ēv'ēr
b <u>oth</u>	what	ēi'thēr	nēi'thēr	what sō ēv'ēr
óth'ēr	óth'ēr's	óth'ēr's	án óth'ēr	wh <u>om</u> sō ēv'ēr

1. Write sentences showing that you can use correctly the words in the first two columns above.
2. Write questions using correctly the words in the third and fourth columns.

## LESSON 80

spr <u>ead</u>	dīs g <small>üst</small> '	ěx pr <small>ess</small> '	fix't <small>üre</small>
l <u>eague</u>	cr <small>ick</small> 'ět	cl <small>üs</small> 't <small>er</small>	c <small>on</small> 'f <small>liet</small>
squ <u>eal</u>	c <small>on</small> f <small>ess</small> '	c <small>as</small> 't <small>le</small>	c <small>on</small> f <small>liet</small> '
st <u>eam</u>	pr <small>ě</small> v <small>ěnt</small> '	p <small>ic</small> 't <small>üre</small>	pr <small>ob</small> t <small>ěst</small> '
t <u>ease</u>	c <small>ăp</small> 'i t <small>al</small>	th <small>ănk</small> 'f <small>ul</small>	tw <small>in</small> 'kle

## LESSON 81

Final *le*

t <small>ür</small> 'tle	sh <small>in</small> 'gle	m <small>ir</small> 'à cle	b <small>ī</small> 'ç <small>y</small> cle
sp <small>är</small> 'kle	r <small>ip</small> 'ple	m <small>üs</small> 'cle	br <small>ām</small> 'ble
spr <small>in</small> 'kle	p <small>ic</small> 'kle	myr'tle	b <small>ūn</small> 'dle
s <small>ăm</small> 'ple	n <small>ōt</small> 'à ble	p <small>ăr</small> 'à ble	cr <small>ip</small> 'ple
s <small>ăd</small> 'dle	d <small>īs</small> c <small>ī</small> 'ple	l <small>ī</small> 'à ble	m <small>īs</small> 'ěr à ble

## LESSON 82

## Repeated consonants

rüb/bér	rüb'bísh	nár/rów	dér/tríck
rót/ten	ăc cūše'	ín/tél lěct	cár/rí ěr
dél/úge	ăd dréss'	cól lěct'	ăc/čí děnt
súc čeed'	bág/gáge	cól/lěct	cór rúpt'
dís pláy'	bót/tóm	cóf/fěr	dág/gěr

## LESSON 83

lúg/gáge	díš šölvé'	ðp pō/něnt	rě běl/líón
tör/rěnt	cán/ní bal	ăs sém/ble	ěs sěn/tíjal
pál/lět	ðf fí/cíal	ăc/cá rátē	ăc cóm/plísh
múm/mý	ăp próach'	ðc'ú líst	díf/fěr ęnce
fé/líne	pál/lqr	díf/fí cült	húr/rí cåne

## LESSON 84

cón tról'	fōam/y	clóthe	lök/c'ět
pür süe'	tát/těr	háv/óc	níck/el
á mūše'	är/mgr	ál/úm	ná/sál
při/váte	hělp/ful	ěx/pěrt	ván/í tý
plát/těr	túm/blér	ěx pěrt'	bá/con

## LESSON 85

túr/keý	kíd/neý	chíck/ěn	child/ísh
wäl/nút	pōp/lár	çé/dár	ð'rí óle
ú/şù al	rul/ér	pěr/són	nát/ú rál
côr/něr	hôld/íng	glô/rý	wěst/ěrn
wín/dów	ín çíté'	à bòve'	vín/é gar

## LESSON 86

grūm'ble	prōm'īse	fūr'nāçe	dīv'ī děnd
çīr'cūs	vär'nish	sērv'ānt	cā nā'rý
läw'ful	t dē'ā	rēn'dēr	dān'dē lī ön
căb'īn	jūn'īqr <small>(y)</small>	fōr'ty	är'tī cle
fīg'ūre	ān'vīl	ěx pānd'	ān'gēr

## LESSON 87

quōt'rūm	quōt'tā	quīnçe	Quīx'ōte
dāin'ty	dāi'sy	fāir'lý	fāith'ful
läunch	pāu'pēr	läugh <small>(n)</small>	sāu'çy
whīrl	tāb'lēt	āb sūrd'	dīck'ēr
fāc'tor	nāme'lý	ā līght'	cā reēr'

## LESSON 88

mūd'dy	lā'dle	fā'tāl	ā bāte'
thīm'ble	bār'den	wīll'īng	pānt'īng
trīb'ūte	bār'leý	nā'kēd	tō mā'tō
gāl'lōn	īn'dī ąn	mōrn'īng	ěv'ěr y
ěx plōde'	rūs'tlīng	ěn gāge'	trī'ān gle

## LESSON 89

gōb'līn	fīn'gēr	ěx clūde'	skēl'ē tōn
pī'oūs	ěx pēct'	scāt'tēr	gōld'en-rōd
ě'ven	glōss'ý	sēa'sōn	ō'ceān <small>(sh)</small>
hēr'mīt	nōv'īçe	ěx trēme'	strāngē
doüb'lý	coüp'le	mōurn'īng	coüp'līng

*"Be quick to discover faults, but slow to expose them."*

## LESSON 90

sē'crět	dā'i/lý	rě šǔlt'	cru'él
hěd'den	chǎn'něl	sőr'rōw	rǐb'bón
à rōše'	tőr'ríd	wid'en	māid'en
shǎl'lōw	dǐs tāste'	prō dūče'	vǒl'ümē
děath'lěss	lěarn'īng	crēa'türe	wēav'ěr

## LESSON 91

pěas'ānt	drěad'fūl	tēa'pōt	ăp pěal'
rēa'son	rě vēal'	plěas'ānt	sǔg gěst'
gríd'dle	thrěat'en	thir'tēēn	glít'těr
pěd'dlěr	căp'tīve	úsh'ěr	fōur'tēēn
bā'bý	bā'bles	mī'nūs	pās'tý

## LESSON 92

mīrth	făg'ót	gûr'gle	sěr'mōn
flūe	frā'căs	găm'üt	fôrt'nīght
lōdge	ím plōre'	ěn tīre'	En'glîsh
lâir	lōv'ā ble	mē'těr	hěr'dic
īsle	fâir'y	fîl'lý	fôr'tīěth

## LESSON 93

flāil	frăg'ile	gîr'dle	hăt'těr
hōard	ín clīne'	lōb'bý	kid'năp
flōwn	măd'äm	mīght'y	tăd'pōle
knēad	fět'těr	lîs'ten	lō'cal
heärth	frow'zý	glū'eý	fûr'thěst

## LESSON 94

<i>hūge</i>	īn clūde'	join'ĕr	ĕ věnt'
<i>lōbe</i>	măd'den	măm'ĕc	mĭx'tūre
<i>jēer</i>	fīc'kle	flūt'tĕr	ĕx hăle'
<i>skein</i> <small>(s)</small>	fūzz'ÿ	mī'sĕr	hĕif'ĕr
<i>flōss</i>	īn sure' <small>(sh)</small>	jū'rÿ	măs'ĕr ÿ

## LESSON 95

<i>kēel</i>	măx'īm	măy'qr	kĕr'chlef
<i>grōom</i>	fīdg'ĕt	fōr sāke'	fō'lī āgē
<i>smădğe</i>	gaud'ÿ	făt'ten	hĕn'nĕr ÿ
<i>ī'dqł</i>	jōg'gle	lōck'ĕr	knăwl'ĕdğe
<i>sĕt tēe'</i>	sī'lĕnçē	grăz'zly	fīf'tī ēth

## LESSON 96

<i>môr'sĕl</i>	pūl'lĕt	păr'son	păr'ā sŏl
<i>môr'tal</i>	nūg'gĕt	păr tăke'	păck'ĕt
<i>mōt'tle</i>	măn'ĕr ăl	păs'trÿ	pē'ō nÿ
<i>măg'gÿ</i>	nărs'ĕr ÿ	pĕr'il	pō'lō
<i>nă'tīve</i>	rĕ fūte'	shăn'tÿ	pōrt'lÿ

## LESSON 97

<i>reign</i> <small>(s)</small>	prō fāne'	răńch	rĕd'den
<i>prăte</i>	prō fĕss'	rāngĕ	rē'g'iōn
<i>prey</i> <small>(s)</small>	prōs'pĕr	rōam	rĕ grĕt'
<i>psălm</i>	prōv'ĕrb	shăb'bÿ	pōst'ăl
<i>mÿth</i>	rĕ cōrd'	weight <small>(s)</small>	săm'ī lăr

*"He is most powerful who is able to control himself."*

## LESSON 98

rě lāte'	rě běl'	scrēech	scâre
rě pâir'	rěb'ěl	mǔmps	Săb'băth
rī'fle	rō'tâte	scămp	să lōon'
rō'dent	mǔd'dy	saint	sâfe'ty
rōgu'ish	rüg'gěd	scald	scôrn

## LESSON 99

ě lūde'	păd'dock	pōr těnt'	tă'něl
tū'něc	trōl'ley	trăv'ěl ěr	stă'měn
shăm'ble	rě tōrt'	prěs'sûre <small>(sh)</small>	guid'ğançe
grōv'el	dě cō'rüm	dě'çent	cōn těnd'
chüb'bý	snüg'gle	vř'siōn <small>(zh)</small>	vřg'il

## LESSON 100

âir'ý	är'bū tūs	äl'tar	běl'lōwɔ
älm̄s	äs çend'	ärc'tic	bıld'den
äl'tér	ăt trăct'	ă'rě à	bî'sõn
blōtch	băt'tér	ăt'lăs	bōb'bîn
ă'pěx	ăn noy'	ă tōll'	äl'mâ năc

## LESSON 101

bō'â	bǔlge	bür'rōw	că'rět
bōg'gý	bulk	că'n'ón	sđg'gý
bribe	bǔng	căst'ěr	chă'r'ý ôt
pōt'ăsh	buoy	cătch'üp	çěm'ě těr ý
bǔlb	bōar	că'r'ól	că'g'äl rý

*“Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.”*

## LESSON 102

chär	chǐp'mǔŋk	cür'rý	cǒn tǐn'üe
chōre	çǐt'í zen	cǒn'dör	cô rǒl'là
clǎng	clǔt'těr	slěn'děr	crǎn'běr rý
clěrk	cō'cōa	shrub	rě coil'
clǐnk	cōm mǐt'	věs'try	crǐn'kle

*“Speak only when you have something worth saying.”*

## LESSON 103

erǒck	cū'rǐ oὺs	dǐ' à rý	dǔn'geòn
erǒtch	dăp'ple	crǔm'plc	ěa'sel
cruiše	dě crěase'	whǐt'tle	ěf'fort <small>(a)</small>
clǔtch	dís ã'ble	drōss	ěm'běr
dōze	drow'sy	ěa'gěr	ěn dūre'

*“The conquest of evil habits is a most glorious triumph.”*

## LESSON 104

new'lý	tăc'tics	slý'něss	lär'và
slǎn'děr	gěn teēl'	ăd vīše'	rě cǎll'
wā'gěr	ňn vāde'	pō'ět rý	běn'ě fít
stǔm'ble	tōr'türe	à bǐl'i tý	wěa'rý
wěa'rí lý	lím'ít ěd	sau'çěr	lounǵe

*"He who knows not how to economize is a perpetual slave."*

## LESSON 105

păñ'şy	ăsh'ĕş	püb'líc	cow'slip
vĭg'qr	blís'tér	pärs'nĭp	pō tā'tō
ěx pīre'	pul'pit	pūmp'kīn	wă'tér făl/l
ě vāde'	stū'pid	tûr'nĭp	fōr gōt'ten
ě' thĕr	dī rĕct'	ūse'fūl	dē çīd'ēd

## LESSON 106

à round'	ōf'fīçē	ăf fāir'	cūr'few
hôr'nĕt	cōr'äl	dōç'ile	bil'lōw
ěx'trà	ríd'dle	ōp'tīcs	cōn něct'
dăs trěss'	lěc'tūre	clíp'pěr	păs'siōn
ěx pōse'	ním'ble	clī'măte	cūs'tărd

## LESSON 107

füm'ble	sĕ vĕre'	pru'dĕnçē	ōr'chărd
păck'âge	hăr'rōw	mĭn'nōw	hĕr'rīng
â grēe'	yăwn	fōd'dĕr	wăg'ōn
wăk'en	wăd'dle	â blăze'	drēar'ŷ
dûr'īng	ră'zor	hăte'fūl	dăz'zle

## LESSON 108

## Dictation

Lost, yesterday, somewhere between sunrise and sunset,  
two golden hours, each set with sixty diamond minutes.  
No reward is offered, for they are gone forever.—HORACE  
MANN.

*"If you cannot take the lead, take care not to be the last."*

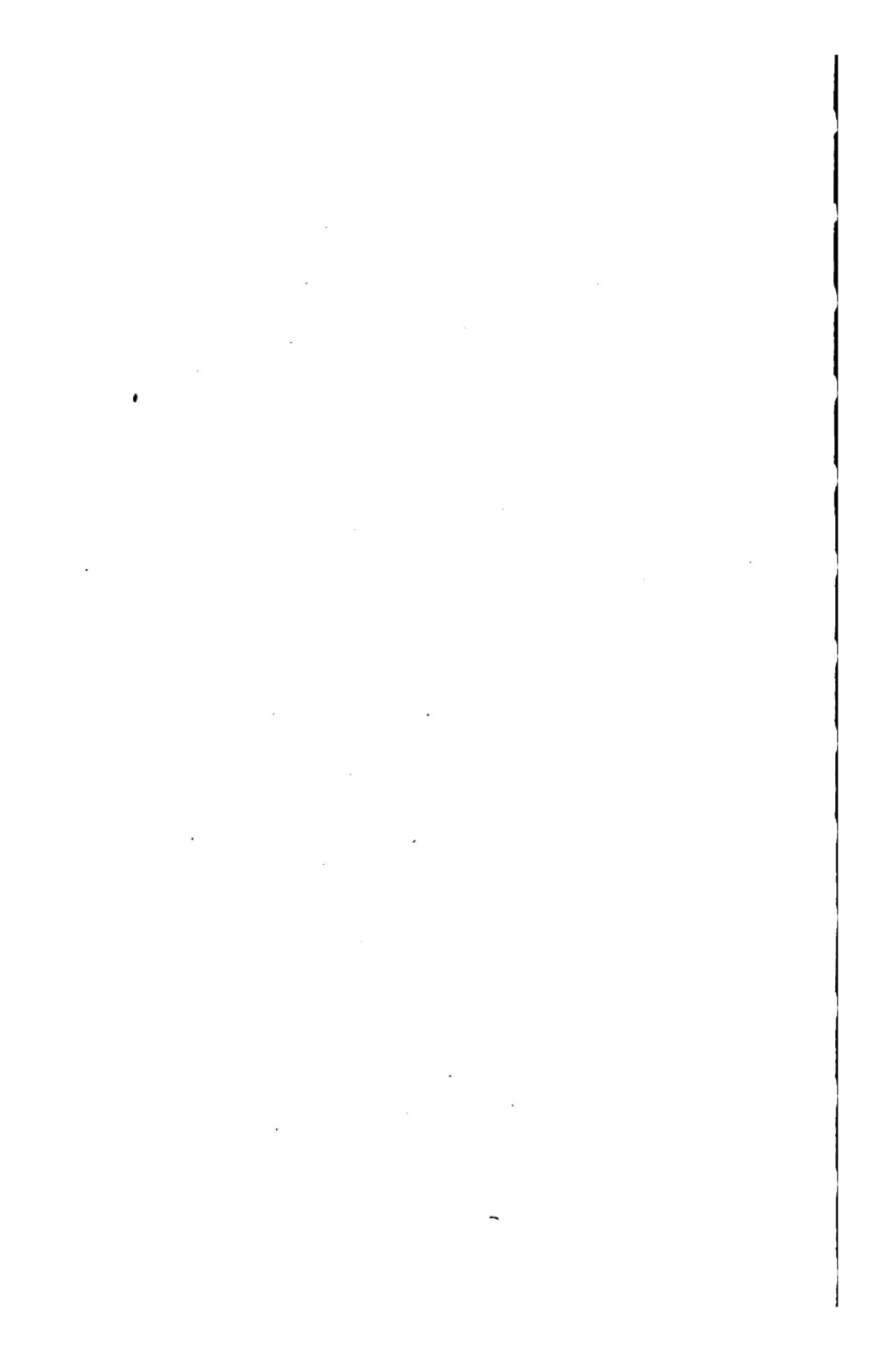
### Abbreviations

A.M., Before noon; Master of Arts	ans., answer
lb., pound	Wm., William
Mr., Mister	oz., ounce; ounces
St., Street	Gov., Governor
Gen., General	U.S., United States
A.D., In the year of our Lord	U.S.A., United States of America
Co., Company; County	gal., gallon
Rev., Reverend	Messrs. ( <i>Messieurs</i> ), Gentlemen
P.M., Postmaster; afternoon	Mrs., Mistress
Geo., George	P.S., Postscript
Dr., Doctor; Debtor	Prof., Professor
R.R., Railroad	qt., quart
inst., instant	Fred., Frederic

### LESSON 109

Copy the following sentences, using complete words in place of the abbreviations:

1. The Eng. East India Co. was established A.D. 1599.
2. Prof. Wm. Brown sold his land to the Union Pacific R.R.
3. My letter was directed to 25 Wall St., New York, U.S.A.
4. Geo. Johnson bought of Messrs. Ellis & Streeter 5 oz. of quinine.
5. Rev. Fred. Wilson and Ezra Scott, A.M., were appointed on the committee.



## **GRADE VI**

### **Oral and Written Spelling**

Follow the same plan as that suggested for Grade V, viz., oral and written work about equally divided. In oral spelling pronounce syllables.

Exercises like those indicated in the first part of the book should be used almost daily.

## GRADE VI

*"Those are generally the best governments where the best men govern."*

### LESSON 110

#### Dictation

Our chief want in life is somebody who shall make us do what we can. This is the service of a friend. With him we are easily great. There is a sublime attraction in him to whatever virtue is in us. How he flings wide the doors of existence!—EMERSON.

#### Names of cities

Pář'ís	Tō'ký ñ	VÍ ěn'nä	Cáł cút'tä
Pě kíng'	Má drăš'	Glăs'gōw	Bróok'lýn
Běr lin'	Mös'cōw	Çhí cä'gō	Lív'er pöol
Nā'ples	Lón'dón	New Yôrk'	Phíl à děl'phí à
Cáñ tōn'	Bõm bāy'	Hám'búrg	St. Pe'ters búrg <small>(sänt)</small>
Bôs'ton	New'pört	Sär à tō'ga	Wash'íng tòn

Write the name of the country in which each of these cities can be found.

*"If you wish to appear learned, endeavor to become so."*

## LESSON 111

## Names of countries

Pę ru'	Brą zil'	Cō lǔm'bī à
Chī'le <small>(sh)</small>	Ęc uä dōr' <small>(w)</small>	Věn ḡ zuē'la <small>(w)</small>
Ā lăs'kā	U ru guaŷ' <small>(w)</small>	Ūnīt'ēd Stātes
Guī ä'nä	Pä rä guaŷ' <small>(w)</small>	Brīt'ish Ā měr'ī ca
Yü cä tän'	Bq lív'ī à	Čěn'tral Ā měr'ī ca

Write the name of one city in each country.

## LESSON 112

knōw	ēast'ērn	hāil'stōne	läugh'īng
wrēak	měas'ūre	çēr'taīn	rē nounçē'
äunt	bē nēath'	blēak	doüb loōn'
could	īn stēad'	quēer	läun'dēr
ăp'ple	quīv'ēr	lēaves	läun'drý

## LESSON 113

plough	ău güst'	prāi'rīe	sûr round'
pûr loin'	lît'tle	doubt'fūl	trēa'son
côugh <small>(tr)</small>	dēal'īng	Quāk'ēr	fēar'fūl
queen	quar'rēl	nāugh'tý	prō nounçē'
scrēam	děaf'en	wrēnch	fōur'scōre

*Contentment is a pearl of great price, and whoever procures it at the expense of ten thousand desires makes a wise and happy purchase.—J. BALGUY.*

## LESSON 114

quěst	fēar'lěss	wrěst	toūgh'en
drěam	cūdg'ěl	prēach	děs coū'r'āge
quěd	měa'sles	quǐl	fēa'türe
scōūrge	děath'lý	quěck	moun'taīn
frěak	měan'īng	heärt	cōurt'lý

## LESSON 115

děs ēase'	hěath'ěr	crěam	quar'těr lý
wrěst	cā'i'tiff	bound	foun'taīn
gnăsh	ěar'něst	spout	coun'çil
quǐt	fāir'něss	wrěng	plà teau' <sup>(v)</sup>
quǐlt	lěav'en	ěar'lý	coun'sěl

## LESSON 116

## Homonyms

A *homonym* is a word having the same sound as another, but differing from it in meaning.

běr'ry	hěard	fowl	lěaf	ehoīr
bur'ý <sup>(e)</sup>	hěrd	foul	liěf	quīre
pěel	běrth	hěal	měat	rýe
pěal	běrth	hěel	měet	wrý

Fill the blanks below with suitable words from the list:

1. The king was rejoiced at the —— of a son.
2. While going down the road he —— the —— of a bell.
3. The —— of cattle trampled down the field of ——.
4. He made a —— face when he tasted the ——.
5. The —— was to —— before church for a rehearsal.

#### LESSON 117

cūt'tīng	chānd'lēr	tāc'kle	tār'dīlý
tār'rý	tās'sel	vā'cāte	vā'grānt
vāl'īd	vā'cānt	vāin'lý	ūn cīv'il
tālked	tān'nēr	ūn drēss'	ūn couth'
tāk'īng	ūm'pīre	ūn clēan'	tēl'ē grām

Write sentences, using the words *telegram*, *uncouth*, *tarry*, *vagrant*, and *valid*.

#### LESSON 118

The apostrophe is sometimes used to indicate the omission of a letter or a number of letters from a word; as, *o'er* for *over*; *don't* for *do not*.

äre n't	did n't	hē's	I'm	't īs
cān't	ê'er	hăd n't	īs n't	't wās
't wīll	hē'll	I'll	lēt's	shān't
dōn't	hăve n't	īt's	shoułd n't	wōn't
dōes n't	hăs n't	I've	mä'am	nē'er

1. Copy each of the above contractions, and opposite write the word or words for which it stands.
2. Use these contractions correctly in sentences.

*"By the faults of others wise men correct their own."*

## LESSON 119

## Synonyms

*Synonyms* are words which have similar meanings; as, *droll, comical; forgive, pardon.*

sōurce	spā'cioūs	skīll	shǔd'dēr
trěm'ble	smóth'ēr	rōom'ŷ	frãnk'něss
sō līç'ít	sǐn čěr'í tŷ	skětch	ðr'í gǐn
ěx prěss'íve	děx těr'í tŷ	stī'fle	sǐg nǐf'í cãnt
dě lǐn'ě āte	sǐm plǐç'í tŷ	ěn trēat'	năt'ú răl něss

Copy the words in the first and second columns, and write opposite each word its synonym, which may be found in the third or fourth column.

## LESSON 120

cūt'lěr	răf'fle	çŷ'cle	dě fault'
quōte	dě băuch'	tüs'sle	pärt'něr
ră'çěr	quāint	sǎm'ple	ňn dîte'
pà rōle'	făl'con	răñ'săck	săl ē ră'tüs
quāke	gŷ'rāte	răp'íd lŷ	săl vă'tiōn

## LESSON 121

flōür'ísh	coür'âge	quīte	qual'í tŷ
boun'tŷ	căñ'dŷ	shoüld	mōurn'fül
troř'ble	děal'ěr	quiře	roúgh'lŷ
coun'tles	coun'tŷ	hěalth	qučk'stěp
soúth'ern	cõn'côrd	strēam	blän'kět

*“Whether you read or listen, be strictly attentive.”*

## LESSON 122

ěx pěnd'	rěg'Is těr	fírm'něss	shòv'el
cůl'prít	tí'tle	díp'pěr	jěl'lý
pōk'ěr	scis'sqrs	voiće	dě nōte'
pēa'cōck	pǔd'dle	pěc'něc	pär'trědğe

## LESSON 123

ňn'děr	ňn'stānt	ňn sǐst'	rō bǔst'
rěg'úłar'	ěx ăm'Ine	kǐng'dóm	sěv'ěr ăl
plás'těr	răt tăń'	ěn'trý	drąw'ěr
ě rāse'	díg'ít	çěl'lär	bě cōme'
jǔn'kět	fõl'lōw	měr'rý	ăx'ís

## LESSON 124

măg'nět	dě plōre'	cûrt'sý	dí'â lögue
lě'věr	pū'trěd	smřich	pōn tōōn'
mědğ'ět	fiz'zle	grōwth	scrăm'ble
cǎn'kěr	guärd	squäb	mōd'ěr āte
rě mōte'	fîlth	squäll	mär'věl oěs

## LESSON 125

siğn	pěr plěx'	chǐs'ěl	â vâil'
pū'ný	lū'nà çý	cǎn'dle	ăg'âte
pîl'grím	měn'âçe	büx'óm	cǒn vey' <small>(ă)</small>
ő'â sîs	chäs tîše'	sě çěde'	rǎn'sóm
vě'hî cle	măm'môth	trǎn'sóm	đb jěc'tiòn

## LESSON 126

sē'rě oůs	cōm pōše'	ăf flěct'	mōd'ěs tÿ
prōd'í gý	chǔc'kle	mōl'lǔsk	chil'drěn
spěc'u lāte	sým'bōl	lăg'gard	cōn'quěr <sup>(k)</sup>
toi'lět	lět'tuče <sup>(y)</sup>	ăn'čěs tōr	těs'tā měnt
nūp'tiäl	sēn'iqr <sup>(y)</sup>	brin'dle	ín spíre'

## LESSON 127

sneér	mū'tě ný	cōm pěl'	ăb sôrb'
răd'í cäl	těn'siōn	bliz'zard	măs'tiff
ăg'ile	hoist	chăp'ěl	răt'í fy
ă'cre <sup>(kér)</sup>	hōv'ěl	cōn těnt'	gēn'iǖs <sup>(y)</sup>
film	glēam	ăr rāngē'	flū'ld

## LESSON 128

ěn tīce'	bănk'rúpt	bănd'âgē	tôr nă'dō
hōr'rōr	făñ'çí ful	ăn'thěm	sěn'si ble
grā'cioüs	prěc'kle	prěs'í dent	ăd'mi răl
bûf'fá lō	fôr'ward	ăd jüst'	lîb'ěr ăl
slöv'en	fôr giv'en	prě mîše'	pěn'ù ry

## LESSON 129

ră'tiō	mă'jor	wăr'blěr	fěd'ěr ăl
să'l'bōw	rě sěarch'	für'rōw	mă rîne'
hăz'gřd	sýl'vān	tür'rět	dôle'ful
rě flěct'	fôr'trěss	dîs trăct'	ě těr'nal
mîr'rōr	cärv'ěr	ăc'tū ăl	splěn'did

*“Write your injuries in sand, your benefits in marble.”*

## LESSON 130

ăb hōr'	spīn'āch	Āt lān'tīc	věn'ī sōn
lā pěl'	mūs tāche'	ăv'ēr āge	hīs'tō rȳ
căp'stān	lē'giōn	dīs'count	tō gěth'ēr
hā'ven	trou'shēr̄	għāst'lȳ	coûr'tē oūs
ěn'sīgn	çy'clōne	lēg'ā çȳ	pē tī'tiōn

## LESSON 131

ăb'scěss	spīn'ēt	trōm'bōne	dī'ā mōnd
ā dōre'	çīt'rōn	sūb'stānče	çȳl'īn.dēr
tū'tōr	ā lērt'	ōb tūse'	tāp ī ō'cā
pā'thōs	jōs'tle	trūn'dle	ěv'ī dēnt
ūr'gēnt	Měx'ī cō	Čhrīst'mās	mō lās'sěs

## LESSON 132

plūm'āge	plū'rāl	scrāb'ble	pōse
prō çěs'siōn	prōç'ěss	sīm'měr	prīme
prō pri'ē tōr	prō clāim'	sō'ciā ble	prōne
prōs'trāte	prō cūre'	sěv'en tī ēth	rāl'lȳ
prō vīde'	prō'grām	pūl'věr īze	rěalm

## LESSON 133

rē'būs	rē mīt'	rīv'ět	rē věrse'
rē'çēnt	rē quīre'	roy'äl	rē vōlve'
rē clīne'	rē shērve'	sāge	scēn'ēr ū
rē fēr'	rē shīst'	săp'py	scěnt
snăf'fle	rē'tāl	scănt	scěp'tēr

*"A merry heart maketh a cheerful countenance."*

### LESSON 134

scr̄ipt	shăt'tĕr	skŭlk	snôrt
scrüb'bŷ	shēath	slīme	snūf'fle
scūll	shēer	slūg	sōl'dĕr
scūt'tle	shōd'dy	slûr	spāv'īn
shăc'kle	shrill	rein <small>(s)</small>	thrōt'tle

### LESSON 135

spěc tā'tor	spliće	süb'jĕct	tĕm'pĕst
sprīght'lŷ	sprawl	sūc'tiōn	tĕn'dón
stăt'ū à rŷ	spūrn	īn fūše'	thrīll
strān'gle	stā'ple	tă'n'nĕr ū	tĕl'ē grăph
stūb'bōrn	stăr'rŷ	īrk'sōme	tăx ā'tiōn

### LESSON 136

rĕ stōre'	shüt'tle	sū'ī çide	vă nĭl'lă
sīgh	sū'l'len	wāive	rĕ strāin'
sūp pōrt'	whēeze	rĕ tārd'	sīn çēre'
wrān'gle	prĕv'ā lĕnt	sīr'loin	sūr pāss'
swoōp	wrōught	rīg'īd	sīz'zle

### LESSON 137

slāke	tă'n'trūm	tū reēn'	seûrf
tāint	twēē'zĕrs	sĕ dăte'	slōth
twīt'tĕr	sĕn sā'tiōn	smăt'tĕr	tăl'ōn
sĕnse	smīte	vă līse'	tă/pĕr
sĕrf	smōl'dĕr	ră'n'dōm	văc'çī năte

*" Too much leisure makes us listless ; too little exhausts us."*

## LESSON 138

snūb	strāg'gle	tōn'sil	rī'val
sōle	trēa'dle	trī'ple	strīn'gent
rōan	rō'tā rȳ	spīr'it	stüb'ble
rouse	sprint	stū'dent	tūr'bān
ru'bz	stēr'ile	stū'pē fȳ	thrēsh'old

## LESSON 139

tăt tōo'	strēss	sē'riēs	rūf'fiān (y)
strīde	sew'āge	rūm'ple	tāw'nȳ
shēlve	rūs'tīc	tēr'rāče	strōll
sāl'ā ble	tēr'rōr	strōp	shrēd
scāb'bārd	thēnçe	stūd'ȳ	shrinē

## LESSON 140

crēed	drūdgē	fēs tōōn'	grād'ū ăl
mōr'tīse	Dru'īd	fīl'lēt	grān'ā rȳ
cru'čī fȳ	dū'lȳ	flūff'ȳ	hāl'lōw
ðc'tāve	dū'ēl	flō'rāl	hār'āss
cūl'vert	ē jēct'	fōr'çēps	hēr'ō īne

## LESSON 141

dēc'ō rāte	dū'rā ble	flāy	guīld
dē fēct'	ēl'ē vāte	flirt	heärt'ȳ
dē fīne'	ēm bārk'	flūme	hīth'ēr
dē frāy'	ēm'pīre	foil	hōar'ȳ
dē lī'cioūs	rēnt'ăl	foul	hȳ ē'nā

*"Good nature, like a bee, collects its honey from every herb."*

## LESSON 142

dě mānd'	ě nū'měr āte	found'rý	ÿd'ÿ qt
dē'tāl	ěp'äu lět	gǎm'ble	ÿg nīte'
grāv'él	ě qual'í tý	gǎm'ln	ÿm pärt'
dīs'cōrd	ěs'sençe	glăd'den	hlc'cough <small>(əup)</small>
dīs māy'	drà gōon'	gär'rī son	hī'běr nāte

## LESSON 143

dǐt'tō	ěx tōl'	fū'rý	ÿm plý'
dōm'í nō	fǎb'rīc	fūše	ě mō'tiōn
drăb'ble	fäl'tēr	glib	ÿm prēss'
drīb'ble	měth'od	gōre	ÿn'cōme
drought	mī'nor	grist	ÿn dǔlge'

## LESSON 144

sär'dine	ăs cri'bē'	ăm'běr	ärch'ér ý
ăc cūs'tōm	ăd hēre'	păs'sāge	är'gūe
rūd'dēr	ă gōne'	rē věnge'	är'nī cā
ōm'nī būs	ă lōof'	ăp plāud'	är'sē nal
ăm mō'nī à	ă māze'	ăp pro'val	blūn'dēr

## LESSON 145

ă cūte'	ăs sôrt'	ăt tīre'	jüs'tlçe
ăs'phält	ăs sūme'	ău'dī ble	ă wārd'
ăs sěnt'	ăs sūre'	ă věnge'	bāste
ăs sěrt'	ăt tāin'	ă wāre'	bā'sis
ăs sěss'	lōb'stēr	ău thōr'í tý	bär'nā cle

*"Tell me thy company, and I will tell thee what thou art."*

## LESSON 146

bělch	ěx ěrt'	cǒn'věx	çěr'tí fý
çěn'sůs	cām'brěc	běn'zǐne	bûr'lý
brědže	brǎn'děš	cär'bīne	cǒn fěc'tiòn
bě quěst'	cāu'čǔs	cǒs'tūme	cǒn'sô nãnt
bůs/kěn	crěd'ít	cǒb'ble	chǎm'pí òn

## LESSON 147

bě sôught'	cà fé	browſe	całk'ěr
hăd'dóck	blâñch <sup>(a)</sup>	coil	căt'ě ehîšm
căt'á răct	chǔnk	clămp	cloth'iěr
clăp'bōard	crâze <sup>(b)</sup>	cōde	dîn'gý <sup>(y)</sup>
clěr'gý	coin'âge	cǒm'měnt	cǒm plý'

## LESSON 148

găl'lòwš	frăn'tílc	ěx'ploit	lō'cüst
oys'tér	flick'ěr	dě šĕrve'	kĭn'drěd
frăc'türe	guř tăr'	dě stroy'	mū'tü al
ă'gęn çý	ňin'stińct	měn'tiòn	pös'si ble
ăb'jěct	dís tǐńct'	loi'tér	rěf'ěr ęnce

## LESSON 149

prěf'âče	ěx hōrt'	bō'răx	hōm'âge
sī'phōn	lǐz'ḡrd	bădg'ěr	fūr'lōng
rěp'tile	băn'jō	cǒn sōle'	dě frąud'
scăn'dał	băn'täm	clěanše	dōc'trěne
măs'si've	ăb'beý	gris'tile	fid'dle

## LESSON 150

dě vour'	à dôrn'	cõn sěnt'	ěp'ðeh
dān'gěr	mē'tě qr	cõn spīr'e'	bǔlk'ý
clāuse	ð'dí oúš	crāy'ón	crā/zý
çým'bal	lăs'sō	bur'í ăl <sup>(s)</sup>	ū'ní són
dís pěnse'	spěc'kle	ăn'guísh <sup>(w)</sup>	săl'ad

## LESSON 151

dǔmp'líng	çls'těrn	ăth'lěte	rě çěde'
tráv'ěrse	côr'diał <sup>(j)</sup>	prě vāil'	Mäl těše'
sýr'íngé	cě'rě ăl	scúf'fle	ðr'á tó rý
pín'çěrs	lǐq'uor <sup>(k)</sup>	rě pǔlse'	ăl'gě brá
rě nown'	tăv'ěrn	sě rěne'	ăg'í tāte

## LESSON 152

sā/líne	salt'ísh	fríěnd'lěss	fríěnd'shíp
cô cōon'	cár tōon'	dí'á děm	lib'ěr āte
fēe'ble	Gěr'man	crōak	strād'dle
crím'son	süs tāin'	bär'gain <sup>(s)</sup>	süb líme'
ăl lüde'	gär'rět	cá noe'	shăd'ðw

## LESSON 153

clūm'şy	sín'ew	crýs'täl	brěv'í tý
fär'thíng	věr'siòn	à rě'ná	pí'rāte
rě prōach'	dě çěit'	çě měnt'	sô prä'nô
yěarn	ăç'íd	dū'tí ful	yoǔng'stěr
dís cěrn' <sup>(z)</sup>	à bōard'	pǔm'íce	ăp pěar'ğançe

## LESSON 154

ěn rōll'	ěn shrīne'	tēr'mī nātē	lū'mī nā rý
wāl'rūs	rē spōnse'	blōt'tēr	rē lēase'
thrōat	ăt tēmpt'	ăn'swēr	dīs pūte'
tru'gānt	brī gāde'	prō fūse'	dīs'tānçē
à dēpt'	tōl'ěr āte	rhu'bärb	fēr'rule (n)

## LESSON 155

Bī'ble	trī'umph	sēl'dōm	fēl'lōw
fāult	ě läpse'	dān'gle	twīngē
shēars	ěn'ěr gŷ	sēr'pent	yēast
plēdģe	fīc'tiōn	rām'pārt	aīsle
deign (a)	bīl'ioüs (y)	trāns lāte'	bālk

## LESSON 156

ǐn fēr'	lū'nār	jāde	nōv'el
crēs'çent	ǐn věst'	lyre	mōn'ī tōr
crō çhet' (a)	mois'tūre	māize	ðc tā'vō
jān'gle	öp prēss'	lāx	mān'lī něss
jōck'eȳ	lūnch'eōn	lēash	öp'tiōn

## LESSON 157

pǐp'pīn	mān'tel	mōod	ðb lique' (k)
pěs'tle	mās'cōt	mōor	ðb scēne'
joûr'nāl	mā'trōn	nāught	mÿs'tīc
joy'oüs	měd'ī cal	mūše	pār'ā lÿze
jūn'gle	mēet'īng	mīlch	ōr'nā mēnt

*"Hidden hatred is more dangerous than open enmity."*

### LESSON 158

mōde	měm'ō říze	mū'coůs	ō'vāte
kīln	měs'sěn ġěr	měs'kět	păl/lăd
knăck	mī'grāte	měs'těr	pär'boil
knīght	měl' <sup>(y)</sup> lión	ěn vōke'	păt'gnt
přv'ót	mōd'ěrn	nā'val	pěnd'gnt

### LESSON 159

lä'vā	nǐg'gārd	mēre	pěn'siōn
lăt'těr	nōn'sěnse	měsh	ěr'rě gāte
mō'tīve	nū'měr āte	fāwn	ěn jū'rě oůs
jū'rōr	nū'měr oůs	fěast	jū'vě něle
līt'těr	nīne'tī ěth	mū'čī lāgē	phýš ěl'ō ġy

### LESSON 160

#### Abbreviations

C.O.D., Collect on Delivery	Cr., Credit
Alex., Alexander	Benj., Benjamin
Jas., James	Esq., Esquire
M.D., Doctor of Medicine	Long., Longitude
bbl., barrel	N.A., North America
Jos., Joseph	Rec'd., Received
Lat., Latitude	Thos., Thomas
E., East	Dan., Daniel
S.A., South America	N., North
Vol., Volume	Sam., Samuel
No., Number	Theo., Theodore
Robt., Robert	Supt., Superintendent
W., West	S., South

*"The greatest man living may stand in need of the meanest."*

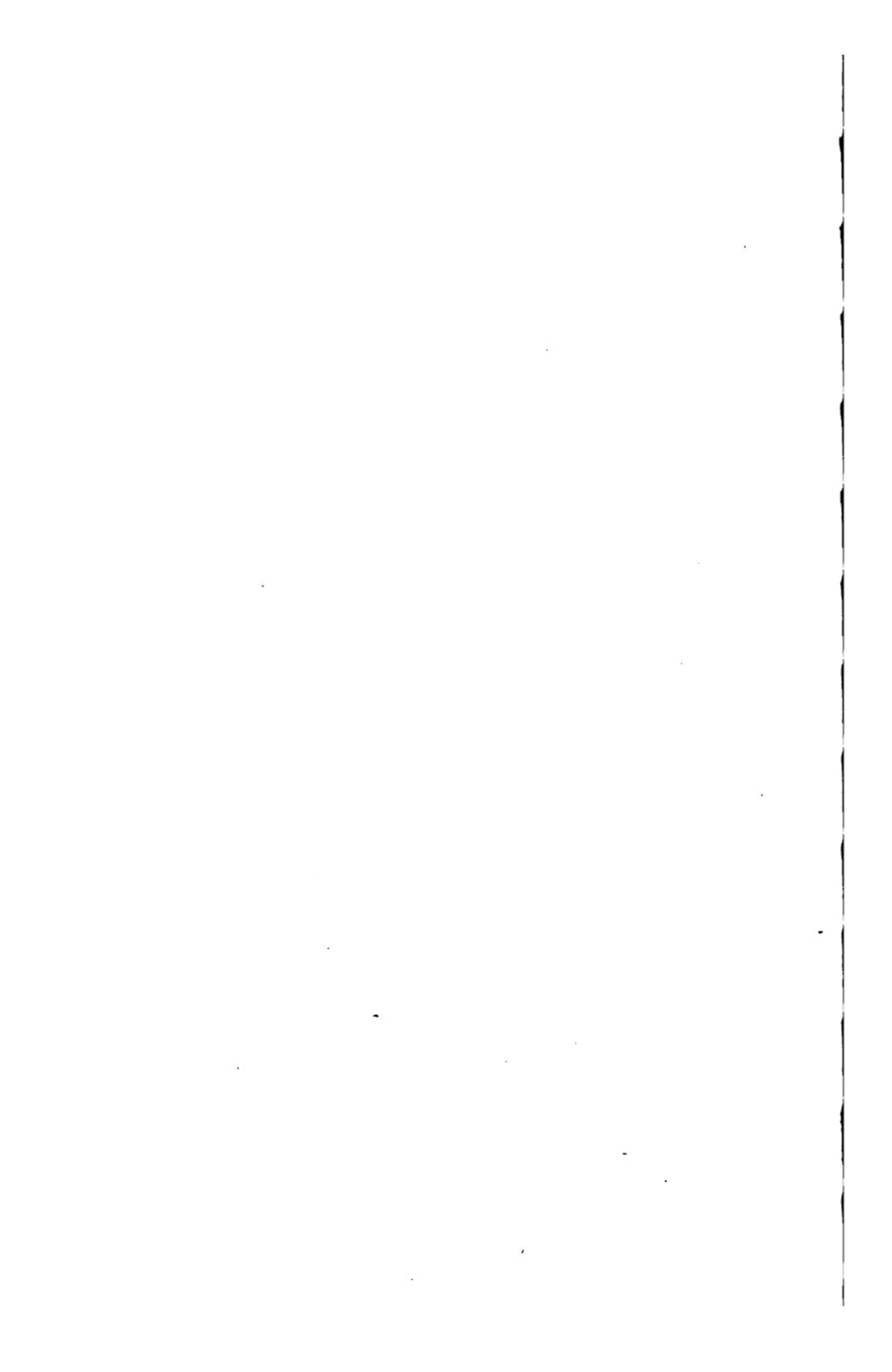
### LESSON 161

Copy the following sentences, using complete words in place of the abbreviations:

1. Benj. Franklin, Alex. Hamilton, and Dan. Webster were great statesmen.
2. Jas. Russell Lowell, the poet, lived in Cambridge, Mass.
3. The ship was lost off the coast of S.A., in Lat. 30° Long. 40°.
4. Write five sentences, using five other abbreviations from the foregoing list.

### Dictation

No man can tell whether he is rich or poor by turning to his ledger. It is the heart that makes a man rich. He is rich or poor, according to what he *is*, not according to what he *has*. — BEECHER.



## **GRADE VII**

### **Written Spelling**

1. Pupils should prepare for their written exercises in spelling by using each word in a sentence and then writing the sentence with care.
2. Use nearly every day one or more of the exercises in the first part of the book.
3. Require each pupil to keep a list of his misspelled words for ready reference, and use these lists for oral review exercises until the words are thoroughly learned.

## GRADE VII

*“Be faithful to the memory of your ancestors.”*

### LESSON 162

hōn'ěs tŷ	ÿn'jū rŷ	splěn'dor	squir'rěl
ÿm pôr'tant	här'vest	spin'dle	stöck <sup>(6)</sup> äde'
ð pl̄n'ion <sub>(y)</sub>	gär'ment	war'rant	těx'ture
měr'çí ful	lív'ěr ý	dě scribe'	lǔm'běr
dě pěnd'ent	dīs patch'	dām'sěl	mǎr'rōw

### LESSON 163

mà tūre'	nǒz'zle	knot	cōn věrt'
năph'thà	nýmph	knöll	rē buff'
lā'bōr ěr	mō'tion	withe	täunt
ðm'ě lět	peér'âge	joist	tăng'gle
sehěd'ùle	cōn çěit'	nǐche	spī'räl

### LESSON 164

spăsm	rē çěipt'	cōn çise'	ăc quňt'
soōthe	răp'ture	cōm'plěx	ă býss'
stěalth	ěl'ě ment	cū'pō là	săl'vâge
lōam	dīs ăs'ter	bü'l'lě třin	săt'ire
shroud	dě nounce'	prâyer	ă dōp'tiōn

## LESSON 165

bär'ri ěr	sē'i'zūre	pěd'i grēē	pět'rī fȳ
à sý'lüm	sěr ě nāde'	sǎn'guíne <small>(w)</small>	ǒb lǐ gā'tiōn
ā'mě à ble	rěv'ěr ȝnče	mōs qui'tō <small>(k)</small>	rě li'ȝnče
cōn věrse'	rěc'tī tūde	lăv'ěn děr	prō hīb'ít
cōn vǔlse'	prōb'ā ble	sär'cǎšm	pěr pět'ū ǎl

## LESSON 166

tär'gět	cōn fūše'	căv'ěrn	jǔg'glěr
tū'mūlt	lă měnt'	ăf frōnt'	clăs'sic
vǔl'tūre	měs'siōn	pěr'fūme	cūr'rent
děs měss'	ðc'cū pȳ	mūm'ble	pōr'rīdge
,cōn děnse'	pěr sěst'	ǐn'vā lěd	ǎp pār'ěl

## LESSON 167

à bīde'	feign	här'bōr	rěc'tōr
blūs'tēr	ehăšm <small>(s)</small>	hōl'ě dāy	sěx'tōn
brěs'tle	chiěf	sic'kle	frā'grānt
cōn found'	flīght	pōr'trāit	nō'tī fȳ
cōn vīnče'	gauze	sīg'nī fȳ	jew'ěl ěr

## LESSON 168

pär'çěl	cōn fīne'	lăth'ěr	pāint'ěr
hōs'tlěr	căs'kět	ǐn vīte'	răv'âge
fōn'dle	băb'ble	mūf'fle	shūf'fle
flā'vōr	brī'dle	neē'dle	pōul'trȳ
gär'tēr	ăm'ple	mūz'zle	păz'zle

## LESSON 169

sûr'geón	šl lied'	sím'ple	cráwl
bóth'ér	bóş'óm	ré víve'	lóathe
cóm pléte'	crá'dle	pôr'tión	nôose
pôş'í tîve	bár'rél	rěck'on	lýnch
cá'pá ble	pún'ísh	sew'ér	gôurd

## LESSON 170

quay (ké)	bě'a'dle	quá'r'tó	báil'íff
hásp	qué'rý	quá drílle'	báil ée'
pri'ð rý	báil'á ble	wrěs'tle	báil'í wíck
quěnch	měa'gěr	máud'lín	lau'rě áte
quěue (k)	měa'sly	áus těre'	coúr'tě sý

## LESSON 171

shěathe	án nounç'e'	grouse	count'lěss
jás'míne	áu'búrn	queer'lý	qui é'tüs
quíz	lau'rél	doüb'lět	rět'í çént
quě'ríst	cou'gär	pounçe	cou'rí ěr
coun'tér	quāint'lý	boul'dér	quān'dá rý

## LESSON 172

cou'pón	quěck'sánd	foul'něss	quān'tí tý
pěr tāin'	dràught (r)	síeve	coun'tér feět
wrěath	wrăp'pěr	quā'věr	qual'í fied
rě liěf'	säun'tér	běa'con	quād'rú ple
quāl	jěal'oüs	prō cě'düre	boun'tí ful

*"Be in reality what you would appear to be."*

## LESSON 173

sā/tí áte <small>(sh)</small>	niēče	quař/rý	pěr/líl oǒs
piērče	quǎg/míre	tón/náge	bě siēge'
quártz	qui/níne	häunch	měas'/ùred
gnōme	quad/rant	hěarse	měas'/úr ěr
scăp/u lá	scăv/ěn gěr	shěaf	měas'/úr ĩng

## LESSON 174

čeh'ð	är cäde'	šp pläuse'	brǒnze
skew'ěr	faint	dǐg/ní fý	whīne
rū/mor	tōast	fäl/sí fý	scârče
făc/tó rý	swōon	tăp/ěs trý	scowl
úr/chín	dąub	ví/ð lāte	route

## LESSON 175

à dǔlt'	fir/kín	hý/phěn	brǐg/gand
czär	fräud	mǎn/u ǎl	póm/měl
rě priěve'	prě těnd'	ūš/áge	găl/lānt
műs/lín	šs píre'	stew/árd	dě fěat'
rě hěarse'	brěach	fríc/tiòn	flǎn/něl

## LESSON 176

dě clíne'	ú tǐl/í tý	ín trüde'	ím/í tāte
ěn/mí tý	těr/rí fý	lěx/í cōn	ě clípse'
ěb/ð ný	cír/cú lāte	mě/dí ūm	fru/gal
sýmp/tóm	cōn strüct'	mù šé/úm	hū/mor
căl/cú lāte	săc/rí fice <small>(s)</small>	rům/máge	scoun/drěl

*"No evil action can be well done, but a good one may be ill done."*

## LESSON 177

slouch	hōs'tīle	feūd	tāl'ēnt
trōphȳ	fām'īne	drēdgē	vēn'tūre
hōarse	dīs guīše'	yācht	wēap'ōn
būs'tle	drāg'ōn	whōop	tī'rānt
grūdge	ěm brāce'	squēak	stīlr'rūp
hāz'ārd	lāt'tīče	lin'gēr	rāt'tle

## LESSON 178

rēl'īct	bāl'ūs tēr	slāt'tērn
gā zelle'	jō cōse'	īn hāb'ī tānt
pēn'ī tēnt	mīz'zen	bē gīn'nīng
neū'tral	ā rīth'mē tīc	dīs cūs'siōn
tūr'moil	pēn'ānče	neū'tēr
īn'stru mēnt	jū'nī pēr	rēc ūm mēnd'
jū'bī lēe	jō'vī ăl līy	pōr'poise (a)

## LESSON 179

dīs'taff	būr'dōck	dī rēc'tiōn
Căp'ī tōl	gēn'ēr āte	nēg lēct'ful
bīn'nā cle	ěn'vī oūs	dē nōm'ī nā tōr
dī rēct'or	vān'quīsh	nū'mēr ā tōr
ěn'vī ā ble	dē nōm'ī nātē	dī'ō çēse
trēs'tle	dīs'lō cātē	coun'tēr sīgn
tār'iff	gē ǒg'rā phȳ	căp'ī tal

*"Those only are faithful who are strictly just and true."*

## LESSON 180

plǔmb'ěr	cǒn qěrn'	dě nǐ'gл
lǎn'těrn	är rěst'	ǐn sǒl'věnt
lěg'ěnd	bǎn'quět	kǎn gà rōo'
kěr'něl	ǐn sǎn'ǐ tý	čin'nà mòn
còm'pà ný	dě spíše'	hědğe'hög
grăt'ǐ fý	bôl'stěr	gǐ răffe'
băl'ǎnce	bôt'á ný	pà trôl'

## LESSON 181

á bǎn'dón	poi'son	grăd'ù āte
căb'ǐ nět	phǎn'tóm	jà guär' <small>(w)</small>
děl'ě gâte	ǐn'tǐ māte	rein'deér <small>(k)</small>
rě pǔb'líc	děs'tǐ ný	pôr'cù pīne
măj'ěs tý	đb şěrve'	prě şěrve'
păl'āte	vî'ó lěnt	ǐn dě pěnd'ěnt
bǔn'gà lòw	đb scūre'	ǐm mà tûre'

## LESSON 182

In writing the words of this and the three following lessons, separate them into syllables.

chăttěr	děvoid	hămpěr	whětstōne
gǐmlět	hătchět	lěvěl	prôlǒng
ehěměst	pǐnçěrs	augěr	běvěl
măllět	găuğe	ăssiğn	halibüt <small>(o)</small>
děgrăde	měssâğe	căbōōse	yěstěrdây

*“Never blame a friend without joining some commendation with the reproof.”*

## LESSON 183

pěrsímmón	öffense	röllér	blázon
blöckāde	päckět	sehooñer	ghěrkín
můshroōom	pröspěct	spłgót	lěathér
múskmělon	rǐggíng	stěambōat	àstound

## LESSON 184

träct	slávěry	chärtěr	növěltý
tourist	swíndle	mōwěr	něglígent
věnóm	věrdüre	säble	mōurněr
cäckle	věrlý	pürchåse	mōreōvěr

## LESSON 185

chágriň	förehěad	démölliň	dřectöry
thórðugh	fúnéräl	íntěrnäl	hūmillity
fôrtítüde	gräteful	frēquent	ímpülsion
glísten	fíliál (y)	ínhěrit	dímňish
brílliant (y)	sübtle	cröquet (kä)	cönträrý

## LESSON 186

dräft	fläg'ón	yēar'lý	män'or
fiënd	waf'fle	dríz'zle	ðb trüde'
dū ět'	ăf fírm'	yär'ròw	pěr chànçe'
wield	wal'lët	wōv'en	ăl'phà bět
à gainst' (s)	ăñ'glér	măg'näte	ăs sěm'ble

## LESSON 187

bûr'gĕss	vĕr'tĕx	weig <sup>ht</sup> /y	grăt'ı tûde
stăunch	stÿl'ısh	grăy'ısh	à bün'dant
sou <small>gh</small> <small>(g)</small>	tăt'tle	wăit'rĕss	ıñ'fĕr ęnce
dî'ët	gris'tlÿ	lēan'nĕss	à grēe' à ble
drĕnch	à brĕast'	wĕd'dĭng	à grēe'mĕnt

## LESSON 188

vär'lĕt	wär'färē	än'å gräm	äd mît'tançē
cō'cōa	feel'ing	dwĕll'ıng	à māze'mĕnt
fĕr'rĕt	pĕr hăps'	ănd'ı ròn <small>(ärn)</small>	à müse'mĕnt
lûrch	răñ'kle	lŭm bă'gô	rà pĕd'ı tÿ
tĕn'ët	ră'pĭ ĕr	păr'tı şan	lū'mı noüs

## LESSON 189

Mark the vowel sounds in the accented syllables of the words below:

lus'troüs	tend'en çÿ	ten'dĕr lÿ	rap'ıne
por'oüs	cac'tüs	cus'tò dÿ	fi'bĕr
că det'	scrib'ble	dam'åsk	can'did
clam'or	sher'iff	dĕ lude'	căs cade'

## LESSON 190

vic'tor	süm'mít	stăñ'ză	ıñ'cü bă tör
clō'ver	süb sîst'	ıñ sîst'ent	lin'è åge
à noint'	líq'uı dâte	ĕm'blém	nă'tiōn al
pö'l'ÿps	păr'å gráph	shăm'rök	à wâk'en
ĕm'pĕr or	hÿ/drò gĕn	frïĕnd'lÿ	öf'fĕr ıng

*"Sudden passion comes from timidity, pride, or ignorance."*

## LESSON 191

brěad	frěn'zý	ðf'fěred	trä pěze'
guěst	ðf'fěr	twīngé	Růs'siān
griěv'oūs	friěnd	cǎm'ě ò	cǒn sǔlt'
rıld'í cūle	cǒn'grěss	căp sīze'	cǒn'tăct
cär'cass	cǒn sūme'	prě šūme'	friěnd'lí něss

## LESSON 192

cǒn'těst	cút'lěr ý	měr'cū rý	dō māin'
cū'rāte	rō mǎnçe'	těr'rě ble	fí nǎnçe'
pí áz'zá	thē'á těr	gǐrth	gǎl'lóp
rě pěal'	där'lǐng	fā'tał lý	flăt'těr
sěn'áte	rě šūme'	cōarse	hǒl'lòw

## LESSON 193

fěr'těle	hǔn'drěd	hǐngé	dǒl'phǐn
pěs'tól	ěs teěm'	stōr'ágé	cǒn firm'
stūt'těr	brò cāde'	ăd'věrse	crěd'í tōr
sǔp prěss'	ăp prōve'	ăb rǔpt'	cǒn'stant
cǒn sǐst'	těm'pěr áte	bíl'lión (y)	sûr vīve'

## LESSON 194

jär'gǒn	měl'li'tiā	ðf'fal	plá tōōn'
mǒd'í fý	ðp'ěr á	prě'lǔde	jäun'tý
ôr dāin'	prō'file	lá gōon'	mǒn sōon'
prò pōše'	lär'çě ný	mǒn'ð tōne	ð vā'tiōn
lä bō'rě oūs	mǒn'ð gräm	ôr'dí nal	prě'vě oūs

## LESSON 195

Mō'ehā	păç'ī fȳ	pli'ēr̄s	lăx'ī tȳ
pă trōl'	poīsē	lěg'ī ble	mūs'tāng
pō'tiōn	līn'sēd	năg'gīng	pēe'vesh
līq'uē fȳ	năr cōt'īc	pē cūl'iār̄	pūb'līsh
năv'ī gāte	păr ē gōr'īc	pūl'sātē	lī brā'rī ăn

## LESSON 196

pūrge	pall	loy'āl tȳ	nēt'tle
pū'trē fȳ	măl'ā dȳ	năc'ō tīne	pēl'lēt
măt ī nē' (a)	nōm ī nē'	phōn'īc	ră'dī ūs
nō tō'rī oūs	pī'ē tȳ	răf'ī tȳ	mē tāl'līc
ō bē'dī ęnće	pēr'fō rātē	ră'tiōn	mīl'lī nēr ĺ

## LESSON 197

quoit	lünge	nūl'lī fȳ	pīl'lāge
lēv'ēe	ōb lātē'	pīs'tōn	rē liēve'
ōc'cū pānt	pīt'tānće	rēs'īn	mēt'āl
plā cārd'	ōx'ī dīze	ōdd'ī tȳ	rē sound'
mīl'dew	ōdōr oūs	plās'tīc	rēg ū lā'tiōn

## LESSON 198

ā brīdgē'	är rāy'	căs'tile	cōm mūne'
är'tī sān	cāy ēnne'	cōn nīve'	āc cōst'
çēn'sūre	cōn clū'siōn	āc crūe'	ās sault'
çēss'pōol	cōn'jū gāte	āc'ō nīte	ās suāge'
chāl'lēnge	cōn'sciūs	äl'ī quōt	çīr cūm'fēr ęnće

## LESSON 199

ăc'rĭd	ă quăt'īc	bŭt'trĕss	cō lōgne'
ăr'ă ble	căñ'dqr	cō lō'nī ăl	ăd'ăgē
că nīne'	cōl'ō nīze	ă droit'	är'sē nlc
căn tēen'	cōm mānd'	ăf fīx'	är'tēr ĺ
că sī'nō	cōm mō'tiōn	ă kīn'	är tī'lēr ĺ

## LESSON 200

ă tōne'	brăwl	clăm'my	ăl lāy'
clēave	ă něm'ō nē	bă'l'lōt	brōgue
ăm bĭ'tiōn	bă't'en	bûr'nīsh	cōck'rōach
būl'wārk	cōn'grē gāte	ăl'lē gō rŷ	boor'īsh

## LESSON 201

ăn nūl'	bĕlle	cā'tēr	clī'măx
bĕv'ēl	chĕr'īsh	cōck āde'	ănt'lēr
chīl'blāin	cōl lăpse'	ăp'ā thŷ	bē wīl'dēr
cōl'liēr <sup>(g)</sup>	ăp păll'	brū nĕtte'	çīr'cū lār
cōl lī'siōn	ăp pēaše'	bēn ē fī'ciāl	chăr'ī tă ble

## LESSON 202

A *prefix* is a letter or letters joined to the beginning of a word to modify its meaning.

A *suffix* is a letter or letters joined to the end of a word to modify its meaning.

## PREFIXES

de, down  
un, not

## ILLUSTRATIONS

de press, to press down  
un kind, not kind

*“Encourage sincerity; it is the basis of every virtue.”*

### Common prefixes

Copy the following prefixes and write from memory their meanings: *ex*, out; *mis*, wrong; *re*, again; *con*, *co*, with, together; *ante*, before; *post*, after; *sub*, under; *super*, over; *contra*, *anti*, against; *circum*, around; *a*, in, on; *trans*, across; *mal*, ill, evil; *in*, not.

Note. The prefix *in* is often changed to *im*, *il*, or *ir* when the word to which it is joined begins with *m*, *l*, or *r*.

Examine the prefixes of the following words, and tell what the words mean: *depend*, *unknown*, *ex-alderman*, *mistake*, *revive*, *confederate*, *anteroom*, *postscript*, *sub-master*, *superintend*, *antislavery*, *malpractice*, *illegal*.

### LESSON 203

côl'or	pěr spîre'	dîs pěrse'	clî'ent
côr'nět	roy'al tÿ	cõm bîne'	clôak
gâ'ble	här'nëss	vă'l'ën tîne	çhâ'râde'
gěn'dér	în spěct'	û'nî fôrm	crâc'kle
fûl fîll'	sûr mîše'	pû'rî fý	cõm'päct
sû'mâc	cõm pâre'	rëg'î mënt	cõn'träst

### LESSON 204

out'râge	é lîx'îr	căv gl câde'	dîs pâr'î tÿ
ĕn tî'tle	pâs'tqî gl	căt'ë gô rÿ	tăf'fë tâ
ĕm'ù lât�	bûf fôon'	căv à liêr'	tĕn'ë mënt
mĕ rî'nô	bûck'râm	brîg'än tîne	dî mîn'ù tîve
đos'sî fý	é lěc'tîve	dîs sěc'tiòn	bë åt'î tûde

## LESSON 205

dēa'con	sūn'bēam	à frāid'	quād'rū pěd
cloud'ŷ	būl'lōck	thrōugh	dōugh'nūt
boō'tŷ	fōurth'lŷ	bēa'vēr	brěak'fast
hēav'ŷ	tēach'ēr	blēach	rē māin'
knāve	rē view'	rēad'ēr	ē noūgh' (n)

## LESSON 206

bōr'rōw	quār tēt'	dēn'tal	quār'rēl sōme
beār'ēr	drēam'ŷ	cāught	läugh'ā ble (r)
lēarn'ēr	cāsh iēr'	bound'lēss	bē quēath'
pěarl	slāugh'tēr	knočk	coun'tē nānce
shāeld	mīs'chīef	chāiſe	coun tēr ăct'

## LESSON 207

friēze	coüp'lēt	à hēad'	coun'sēl qr
scrōll	rēad'ŷ	bāize	quār'qān tīne
bōught	trēas'ūre	häunt	dīs cōurse'
shrīek	bēd'stēad	wōund	cōurt'iēr (y)
fiērce	bēard'lēss	thōught	bōu'lē värd

## LESSON 208

quāsh	wēath'ēr	sēarch	pēaçe' à ble
jounçe	āim'lēss	yīeld	īn crēase'
toūgh (r)	quīn'sŷ	lēase	pēaçe'fūl
trōugh (r)	dēad'en	quēll	rē trēat'
bough	cāis'sōn	prīest	fēath'ēr

## LESSON 209

rē crūit'	pīt'ē oūs	pōl'ŷ gōn	pōn'iārd <small>(v)</small>
trīv'ī ăl	că priçe'	būz/zārd	būl'rūsh
çīr'cułt	cāu'tioūs	bāl'sām	bāch'ē lōr
ānx'ioūs <small>(ksh)</small>	ā pōl'ō gōy	rā'tiōn ăl	rēv'ē nūe
bāb ōōn'	scāl'lōp	mū ūl'ciān	tā bleau' <small>(o)</small>

## LESSON 210

vīct'uāls	vē neēr'	ū'şū rȳ	ū niüqe' <small>(k)</small>
tȳ'phoid	tēn'ūre	sȳn'tax	sȳl'vān
stāt'ūte	tēn'drīl	tȳ'ic ăl	sūr'fēlt
sīm'plī fȳ	sīg'nā tūre	sōl'ī tā rȳ	sē'crē çȳ
shrīv'el	sīng'e'īng	squā'lōr	shām pōō'

## LESSON 211

că rouše'	că tārrh'	çē lěs'tiāl <small>(ch)</small>	cōch'ī nēal
cō lōs'sāl	cōm mūtē'	cū'rēn çȳ	cū'tī cle
dāunt'lěss	dē çēase'	dēf'ī çīt	crīt'ī çīse
ehōl'ēr ă	fāl'lā çȳ	ěm'brȳ ô	ěl'ō quençē
çhām'oīs	cōr'rī dōr	crēd'ī ble	flēx'ī ble

## LESSON 212

cōn vēn'ient <small>(v)</small>	crō'cūs	eū'lō gōy	ī'sō lāte
hăl lōō'	geȳ'sēr	hū māne'	hănd'ī cāp
dăñ'drūff	ěn dōrse'	ěx ēmpt'	hīs tō'rī ăn
dī lūte'	dīs pēl'	dēs'tī tūte	frōn'tiēr
gāy'ē tȳ	fōr băde'	fōr'tūne	īg nōre'

**Abbreviations (*for reference*)**

Alabama, Ala.	Missouri, Mo.
Alaska, Alas.	Montana, Mont.
Arizona, Ariz.	Nebraska, Neb.
Arkansas, Ark.	Nevada, Nev.
California, Cal.	New Hampshire, N.H.
Colorado, Colo.	New Jersey, N.J.
Connecticut, Conn.	New Mexico, N.M.
Dakota, Dak.	New York, N.Y.
Delaware, Del.	North Carolina, N.C.
District of Columbia, D.C.	Ohio, O.
Florida, Fla.	Oklahoma Territory, Okla. T.
Georgia, Ga.	Oregon, Oreg.
Hawaiian Islands, H.I.	Pennsylvania, Pa.
Idaho, Id.	Philippine Islands, P.I.
Illinois, Ill.	Porto Rico, P.R.
Indian Territory, Ind. T.	Rhode Island, R.I.
Indiana, Ind.	South Carolina, S.C.
Iowa, Io.	Tennessee, Tenn.
Kansas, Kan.	Texas, Tex.
Kentucky, Ky.	Utah, Ut.
Louisiana, La.	Vermont, Vt.
Maine, Me.	Virginia, Va.
Maryland, Md.	Washington, Wash.
Massachusetts, Mass.	West Virginia, W.Va.
Michigan, Mich.	Wisconsin, Wis.
Minnesota, Minn.	Wyoming, Wyo.
Mississippi, Miss.	

**LESSON 213**

Copy the following names of states and territories, and with your book closed write their abbreviations:

Alabama	Illinois	Alaska	Minnesota
California	Indiana	Missouri	Mississippi
Colorado	Louisiana	Dakota	Pennsylvania
Montana	Wyoming	Tennessee	Connecticut

## **GRADE VIII**

### **Written Spelling**

Follow the same plan as in Grade VII. Require the pupils to add to their lists of misspelled words all words misspelled in their composition work, including letter writing, and use these lists for review exercises until the words are thoroughly learned.

## GRADE VIII

*"The first of all virtues is innocence; the next modesty."*

### LESSON 214

*Synonyms* are words which have similar meanings; as, *droll, comical; forgive, pardon.*

cōn'quēr <sub>(k)</sub>	rēc ōl lēct'	sūp'pli cāte	sō līç'ī tūde
ěn trēat'	pēr'sē cūte	dē fēat'	pū'rī fȳ
prō fēs'siōn	ěv'ī dēnt	rē mēm'bēr	ăp pâr'ęnt
dīs trēss'	dīs īn fēct'	līb'ēr ăl	vō cā'tiōn
ănx ī'ē tȳ	gēn'ēr oūs	trīb ū lā'tiōn	ōp prēss'

Copy the words in the first and second columns, and write opposite each word its synonym, which may be found in the third or fourth column.

### LESSON 215

Point out the synonyms in the following lesson, and show that you understand their meaning:

cōn sīgn'	loi'tēr	thēft	līn'gēr
lēn'ī tȳ	lā'tēnt	īn trūst'	lās'sī tūde
lān'guor <sub>(w)</sub>	toil'sōme	prō vōke'	prōf'īt à ble
īr'rī tāte	lār'çē nȳ	vīg'or oūs	stīn'gī nēss
strēn'ū oūs	lū'crā tīve	mīld'nēss	lā bō'rī oūs
vōl'ūn tā rȳ	pār'sī mō nȳ	cōnçēaled'	spōn tā'nē oūs

*"Of all trades in the world, misery making is the most unprofitable."*

## LESSON 216

## Synonyms

frīght'fūl	dīs cōv'ēr	īnvēnt'	frēē'dōm
věx ā'tiōn	ěm'ī nēnt	rē ūgn'	ěx'çēl lēnt
mū'tī lāte	līb'ēr tȳ	nōt'ēd	ūn čiv'ī lized
çēl'ē brāte	sūr rē'n'dēr	shōck'īng	mōr tī fī cā'tiōn
sū pē'rī qr	bār'bā roūs	dīs fīg'ūre	cōm mēm'ō rāte

From the words above select as many pairs of synonyms as possible.

## LESSON 217

## Noted men

Learn what you can about the following:

Mōrse	Whīt'neȳ	Sōc'rātēs	Glăd'stōne
Ful'tōn	Ěd'Isōn	Nāpō'lēōn	Bīš'märck
Çaē'sar	Gālīlē'ō	Frānk'līn	Līv'īngstōne
New'tōn	Stān'leȳ	Wēl'līngtōn	Jēf'fērson

## LESSON 218

## Miscellaneous

Wāterlōō'	lōad'stōne	phō'tōgrāph	ēlēctrīc'ītȳ
stēam'bōat	Aus'terlītz	gūn'powdēr	prīnt'īng
autōmō'bīle	tēl'ēscōpe	lō'cōmōtīve	Sān Juān' <small>(h)</small>
çy'clōstȳle	tēl'ēphōne	phō'nōgrāph	Yōrk'town

*"Industry is the philosopher's stone that turns all metals to gold."*

### LESSON 219

Observe the change in the use of the following words, indicated by a change in the accent:

sûr'vey <sup>(5)</sup>	rěf'üse	trãns'fěr	cõn'trăct
sûr vey' <sup>(8)</sup>	rě füše'	trãns fěr'	cõn trăct'
prës'ent	cõn'çërt	pěr'mít	prës'âge
prë sënt'	cõn çërt'	pěr mít'	prë sâge'
cõm'pound	prõg'rëss	ïn'sult	prõd'üce
cõm pound'	prõ grëss'	ïn sult'	prõ dûce'

### LESSON 220

#### Noted names in literature

Tõp'sý	Läl'là Rõókh	Híawä'thà
Squeers	Děsđemö'nà	İeh'abqđ Crâne
Bär'kís	Sãñ'ehò Pän'zà	Childe Här'old
Rôwë'nà	Lîl'lípüt	Jěan'ye Děans
Åläd'dín	Prïscil'là	Měg Měr'riliës
Běck'ý Shärp	Shý'löck	Lěath'érstöcking
Sám Wël'lér	Jâne Èyre	Í'vanhöe

1. What works of fiction are suggested by the names above?
2. Write the names of the authors, so far as you can learn them.
3. Write the names of five of your favorite characters in fiction, and give in each case the author's name.

*"In prosperity be prepared for a change; in adversity, hope for one."*

## LESSON 221

**Rule for spelling when a final consonant is doubled**

Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant on taking an additional syllable beginning with a vowel; otherwise the consonant remains single.

If, however, the accent is thrown back in the derivative, the consonant is commonly not doubled; as, *infer, inference; refer, reference*.

In the following words tell why the final consonants in the primitives are, or are not, doubled:

dif'fēr	dif'fēred	dif'fēr īng	dif'fēr ğençē
ōc cūr'	ōc cūrred'	ōc cūr'rīng	ōc cūr'rēnçē
sūf'fēr	sūf'fēred	sūf'fēr īng	sūf'fēr ənçē
ăb hōr'	ăb hōrred'	ăb hōr'rīng	ăb hōr'rēnçē

## LESSON 222

In the following words tell why the final consonants in the primitives are, or are not, doubled:

hōn'qr	hōn'qred	hōn'qr īng	hōn'qr ə ble
rē cūr'	rē cūrred'	rē cūr'rīng	rē cūr'rēnçē
wān'dēr	wān'dēred	wān'dēr ēr	wān'dēr īng
ĕx çēl'	ĕx çelled'	ĕx çēl'līng	ĕx'çēl lēnçē
prō pēl'	prō pēlled'	prō pēl'līng	prō pēl'lēr

*"Real merit, like artless beauty, always shines with its own native luster."*

## LESSON 223

cär'pĕt	cär'pĕt ěd	dĕ mûr'	dĕ mûr'rĭng
shĕl'tĕr	shĕl'tĕred	cĕn cûr'	cĕn cûrred'
dĕ mûrred'	dĕ mûr'rĕr	cĕn cûr'rĭng	cĕn cûr'rĕnçē
cär'pĕt īng	shĕl'tĕr īng	īm pĕlled'	fūl filled'
păck'ět	păck'ět īng	prō jĕct'	prō jĕct'qr

## LESSON 224

Să'răh	Eū gĕne'	Phîl'ip	Clăr'ĕnçē
Ĕ lî'ză	Mî'chă ĕl	Phoĕ'bĕ	Hă'r'răt
Ăl'frĕd	Wîl'liam (v)	Gĕr'truđe	Pĕr'qî val
Reu'bĕn	Frâñ'çîs	Flôr'ĕnçē	Sôl'ð mõn
Măr'thă	Frâñ'çës	Mă tîl'dă	Lăw'rĕnçē
Ĕs'thĕr	Măr'í ñon	Ĕl'ĕ à nôr	Thĕ'ð dôre
Bĕr'thă	Phîñ'ë ăs	Rĕg'í nałd	Ăd'ĕ lăide

## LESSON 225

Lî'mă	Bă hî'ă	Mõn te rey' (ă) (ă)
Quï'tō (k)	Pō tō sî'	St. Løy'Is (saint)
Bō gō tă'	Că ră'căs	Rî'ð Jă ne'Í rō (zh) (ă)
Ŏt'tă wă	Mõnt rĕ ăl'	Păr ă măr'Í bō
Că yĕnne'	Sän ti ä'gō	Mõn te viđ'e ŏ (ă) (ă)

In what country is each of these cities found ?

*"He that is never idle will not often be vicious."*

## LESSON 226

## Objects of interest

Tell where each may be found. Which are works of art? Write about one of them.

St. Märk's <small>(sānt)</small>	Pōm pe'iī <small>(ə(y)</small>	Năt'ūral Brădge
St. Pē'tēr's <small>(sānt)</small>	Niăg'ara Fălls	Măm'moth Căve
The Sphănx	The Ācrōp'olis	Yōsĕm'ítē Văll'ley
The Louvre	Făl'găl's Căve	Gî'ant's Căuse'wăy
The Călăsē'um		Thou'sand Isles
Wăst'minster Ăb'bey		The Păr'āmidă
Wîndſor Căſ'tle	Băn'kér Hîll	Măn'ument

## LESSON 227

In this and the next three lessons, separate the words into syllables. Test your work by the dictionary.

văcătiōn	ă_n_ehor	shin_īng	ă_umbrăllă
cru_ăltă	dĕvăoūs	nôrthĕrn	nătăre
im_mĕnse	îslănd	cucăinbăer	dăprăssion
dăgrăe	cru_ăllă	ăctiōn	ăccăpătiōn

## LESSON 228

măcărōnă	ōvĕrălls	răs_pbĕrră	vĕgĕtătiōn
bea_ătăfă	bea_ătăeoūs	bea_ătă	counçălă
dăpărtăment	çerémădă	dăgăstiōn	cănăndrăm
dăpărtăre	dăscăplăne	fămăinăne	ăltogăthăre
chăcălăte	fărtăunăte	căthădrăl	dălibărăte

## LESSON 229

ěxtěrnal	hǐndrānče	frägment	ănatōmý
dilígenče	cõmpliměnt	dětěrmīned	cõntinuäl
ïnfliuēnče	jüdgment	exhǐbít	tděntitý
ïndignant	gěnūne	familiär (v)	tdolátry
lóngítude	kérösene	illüstrāte	ěxpěriément

## LESSON 230

ignorant	extiŋguish <sup>(w)</sup>	impudēnt	gērāniúm
favorite	mäck'erel	advantäge	gēnérōsity
mäinstrél	dwindle	wärble	äppetite
glommēr	cällicō	isthmüs	älligatör
pärsley	cárëss	gridiron (trn)	pëtticōat

## LESSON 231

Sing. ular	Plural	Sing. Poss.	Plur. Poss.
à pös'tle	à pös'tles	à pös'tle's	à pös'tles'
hôrse	hôrs'ës	hôrsë's	hôrs'ës'
cäp'taňn	cäp'taňns	cäp'taňn's	cäp'taňns'
ör'å tör	ör'å törës	ör'å tör's	ör'å törës'
pä'trì öt	pä'trì öts	pä'trì öt's	pä'trì öts'

## LESSON 232

mòn'key	mòn'keyës	mòn'key's	mòn'keyës'
cow'ärd	cow'ärdës	cow'ärd's	cow'ärdës'
öf'fí çěr	öf'fí çěrs	öf'fí çěr's	öf'fí çěrs'
spín'stěr	spín'stěrs	spín'stěr's	spín'stěrs'
hěif'ěr	hěif'ěrs	hěif'ěr's	hěif'ěrs'

*"Riches will decay, prosperity may change, but goodness is permanent."*

## LESSON 233

Final e is omitted before the initial vowel of a suffix

ěx chāng'e'	ăd mīre'	ăd vīše'	à būše'
ěx chāng'ing	ăd mīr'ing	ăd vīš'ing	à būš'ing
ăd vānče'	rē dūç'e'	rēs'cūe	căp'tūre
ăd vān'çīng	rē dūç'ing	rēs'cū īng	căp'tūr īng
strūg'gle	ěx'ěr çīše	blāme	sěn'âte
strūg'gling	ěx'ěr çīš īng	blām'ing	sěn'â tor

## LESSON 234

pīle	stāre	grūm'ble	mǎn'gle
pīl'ing	stār'ing	grūm'bling	mǎn'glīng
rām'ble	stār'ěr	grūm'bler	mǎn'glēr
rām'bling	strīve	glāre	rē būke'
rām'bler	strīv'ing	glār'ing	rē būk'ing

## LESSON 235

băp'tišm	é nūn'cī âte	trăns pâr'ent
brew'ěr ý	dīc'tiōn à rý	věn'ěr à ble
ěr'mīne	ăs sěss'mēnt	trě měn'doūs
Ěs'kī mō	ăn'tē'lōpe	sūs pǐ'cioūs
fā çīl'í tý	ăd'ver tīše	thěr mōm'ě těr
ěx trăv'â gant	cōr rē spōnd'	ěx traôr'dī nā rý
ěx pōs'tū lāte	crīm'í nal	rē věr'běr âte

*"Never sacrifice future reputation for present pleasure."*

## LESSON 236

ăc quāint'	dīs'sí pāte	pěs'tí lēnče
ăv'ă rīçe	dē līr'ī ūm	pěr fīd'ī oūs
ăn'ă līze	ĕx pūl'siōn	pān ḍ rā'mā
ăm à tēur'	dō mīn'iōn <small>(v)</small>	mī'crō scōpe
căm pāign'	ĕs că pāde'	īn věs'tí gāte
sŷn'ō ným	ĕx plō'siōn	līt'ěr à tūre
sū pěr sēde'	ō mīs'siōn	prěd'ī cāte

## LESSON 237

rē mōn'strāte	ĕc çēn'trīc	lieū tēn'ānt
rēp'rī mānd	mār'rīagē	prō fēss'qr
sē cū'rī tȳ	mā lī'cioūs	dēs'īg nāte
prēç'ī pīçē	īn sur'ānçē	ē vāc'ū āte
īm pār'tiāl	īl lūs'trī oūs	ĕx ăg'gēr āte
hī lār'ī tȳ	ĕx pē'rī ęnçē	sīt ū ā'tiōn
ē nīg'mā	ē lāb'ō rāte	ăs sīm'ī lāte

## LESSON 238

ĕm bēl'līsh	ĕm bär'gō	strāt'ā gēm
ĕn cūm'bēr	dēv'as tāte	mēl'ān ehōl y
dē prāv'ī tȳ	ĕp ī dēm'īc	mō nōt'ō noūs
īm mē'dī āte	īn clō'şūre	mŷ thōl'ō gŷ
cār'rīagē	līc'ō rīçē	ăs sō'cī āte
hŷp'ō crīte	lī'brā rŷ	īm'bē ćīle
ĕm'ī grānt	līt'ěr à rŷ	pěr plēx'ī tȳ

## LESSON 239

ín'těr văl	fă tigue'	é pís'tle	dăs trĭb'ûte
ín strŭct'	gĕn'ër ăl	ĕp'ı tâph	dô mĕs'tic
jŭnc'tiōn	hô rî'zòn	ĕs tăb'lîsh	drâin'âge
lăñ'guâge <small>(w)</small>	fū'rî oüs	dû'plî câte	dî vîn'ı tÿ
lî'çense	fûr'nî tûre	é cõn'ð mÿ	dăs tûrb'ânçe

## LESSON 240

ĕx hæust'	lû'nâ tîc	rê lî'giòn	dt ăm'ë tĕr
sõl'ëmn	hÿ'gÿ īne	rê mĕm'bër	dî'â gräm
rê ăl'ı tÿ	spêç'ı mĕn	rêp rê sĕnt'	căr'â mĕl
rêc'ög nîze	sõl'ı tûde	dê vô'tiōn	dĕl'ı câte
rêl'â tîve	vâ'rî oüs	rê flëc'tiōn	dës'ð lâte

## LESSON 241

dê scënd'	cõn dĕmn'	vĕr'tî cal	pöp'ü lar
dê spâir'	cõn vîct'	nëg'â tîve	vî çîn'ı tÿ
dê vĕl'òp	dê çëive'	nûi'sançe	pâ têr'nâl
dăs crëet'	dëç'ı mäl	prăc'tî cal	ðb strûct'
dê lîv'ër	dëd'ı câte	pô sh'tiōn	măñ'ı fëst

## LESSON 242

## Troublesome words

colo'nel <small>(kôr)</small>	ser'gëant <small>(s)</small>	bîv'ouăc <small>(w)</small>	mâ neu'vĕr <small>(oo)</small>
côrps	lëop'ärd	pîg'eón	băn dăñ'nâ
à dieü'	cûsh'iòn	ô'gre <small>(gër)</small>	busi'nëss <small>(n)</small>
òn'iòn <small>(y)</small>	bâ nä'nâ	fôr'elgn	păr'äl lĕl
vîl'lañ	ăn'nû ăl	văl'ianç <small>(y)</small>	sëp'â râte

## LESSON 243

ăl'tĭ tūde	mōn'ū mēnt	är tīs'tīc	clār'ī nĕt
pūnc'tū ăl	īn fōrm'ăl	căp'ū ăl	ăt'mōs phēre
ăc'tū ăte	dē rāngē'	prē ćīse'	ěn ăm'ĕl
hăg'gard	hōn'qr à ble	ă bū'sīve	ěar'nĕst lÿ
pīck'ĕr ĕl	cōn sīs'tēnt	mīn'īs trÿ	ăl'lī gā tor

## LESSON 244

çē lĕr'ī tÿ	pēp'pēr mīnt	twī'līght	rē qīt'ăl
çēn'trăl īze	prōd'ī gal	ōb'stā cle	glā'ciēr
cōn vēn'iēnçē (y)	plū rāl'ī tÿ	măg'nī fÿ	gäunt'lĕt
răv'en oūs	mē mō'rī ăl	ăn tēn'nā	lū'dī croūs
plăn tā'tiōn	măt'rī mō nÿ	gōs'sīp	īm pō līte'

## LESSON 245

ĕl'ĕ gānt	măn'ā cle	văs'ĕ līne	ăp pĕnd'
ĕd'ū cāte	căr'ā wāy	hĕs'ī tāte	hĕr'ō ăsm
dē'çēn çÿ	hăr'mō nÿ	ăb'sō lūte	ěn tăñ'gle
ăl tēr ă'tiōn	ău'dīt	cōn clūde'	īn'çēnse
căt'ă mount	cōm'pound	găz'zard	crōc'ō dīle

## LESSON 246

ěn děav'or	prō pōs'ăl	ōr'dī nă rÿ
dīs tīnc'tiōn	pēr'mă nēnt	phō'tō grăph
ĕl'ō quēnt	pēn'dū lūm	pēr fēc'tiōn
dī ăr rhē'ă	prēf'ĕr ęnçē	pēn'ĕ trāte
dīs tīn'guish (w)	păr tīc'ū lăr	măg'īs trāte
pri'v'ī lēgē	prē'mī ūm	ăl lē'gīançē

## LESSON 247

ěx prěs'siōn	făb'ū loūs	ăs sāūl'	ăm'pū tāte
ěm'ā nāte	fă tăl'ī tÿ	bün'iōn <sup>(y)</sup>	ĭn tēr çěpt'
ě nôr'moūs	ě thē'rē ăl	bul'liōn	ĭm prō vīše'
dîs'sō lüte	fôr'mū là	gÿm'nâst <sup>(y)</sup>	gë ǒm'ě trÿ
dōm'ī nañt	găs'ō lîne	hîd'ě oüs	ěx'quī šîte

## LESSON 248

ěx'trī cāte	dē çl'siōn	wòn'droüs	mîs'crê ănt
ěx tē'rī qr	sôr'çér ĺ	vér'så tîle	môrt'gâge
ěm broid'ěr	sôl ī tâire'	tăñ'tâ lîze	mûl'tî tûde
ăc'çess	câ pâ'cioüs	mõn'ō lögue	đc'tâ gõn
är râign'	thè ǒl'ō gÿ	ðb'sô lête	pĕr fôrm'ânçe

## LESSON 249

băl'lăd	ĭn dûçe'ment	ăx'ī óm	fûnc'tiōn
ăn'tî dôte	ĕn vî'rôn	boy'côtt	ĭn tĕl'lî ğent
ăd'jù tant	ĭm pû tâ'tiōn	fû'gî tîve	ěf fû'sîve
ĭn tēr vêne'	bt ĕn'nî ăl	dê fĕn'sîve	här mõn'ī câ
ăc'rô băt	ĭm p�'rî ăl	h�s ī tâ'tiōn	bî tû'mî noüs

## LESSON 250

cõn'stî tûte	î'dôl ize	găl'l�r ý	ěx p�'dî ղent
bl�s ph�me'	v�n'dî câte	g�r'b�ge	ěx p� r�'tiōn
c�n'dî d�te	t� n�'cioüs	h�s'p� tal	d�f ī n�'tiōn
ăs s�s's�n	t�r'�n n�	ĭn'ç� d�ent	dt �g'� n�l
ăs s�r't'm�nt	s�m'm�r�y	ĭn t�r f�re'	ĭn s�n'� �te

## LESSON 251

trəns ăc'tiōn	vă rī'ē tÿ	fĕ lĭç'ī tÿ	ănt ärc'tlc
trēach'ēr ī	ĕm bĕz'zle	dĭs pōs'ăl	flā'grānt
vī tăl'ī tÿ	dÿ'nă mīte	īn ī'tiäl	īn'fī dĕl
sūf'fō cāte	ĕn'tēr prīše	īl lē'gal	hōm'ī nÿ
sō lū'tiōn	ĕx īst'genće	hăs'sōck	īn'stī găte

## LESSON 252

ăt tĕn'tiōn	chăp'laăn	sĕn'tī nel	ōb līv'ī on
bră vă'dō	ōb'vī āte	rĕs'ī dĕnće	tră dī'tiōn
ăl tĕr'năte	mōc'că sīn	prō dūc'tiōn	trăn spīre'
cōn vĕn'tiōn	măg à zīne'	pōr'çē laăn	spē çif'ic
cōn'fī dĕnće	pĕr çĕp'tiōn	sĕn'sī tīve	tăç'ī tûrn

## LESSON 253

vĕg'ē tă ble	tū ī'tiōn	īn'nō çĕnt	fĕ rō'cioüs
wă'r'riōr <sup>(y)</sup>	wē'a'sel	gĕ ö'l'ö gÿ	dīph'thōng
sÿn'dī căte <sup>(a)</sup>	wor'ship	fōr'çī ble	ĕx clū'siōn
squān'dēr	zĕal'oüs	gīt găn'tīc	fī dĕl'ī tÿ
tĕl'ē phōne	īd'ī ö çÿ	cōn'fēr enće	ĕl'ē vă tōr

## LESSON 254

cōm mīt'tēe	trīb'ū tă rÿ	ōb'ē lăsk	rĕt'ī nūe
rē'ăl īze	ōx'ÿ gĕn	sÿl'lă blę	cū rī ōs'ī tÿ
ău'tō grăph	rĕn'ō văte	phăr'ÿnx	tĕr'ri tō rÿ
ăn'ēc dōte	ōb nōx'ioüs <sup>(ksh)</sup>	mÿr'ī ăd	plău'si ble
vē'hē mĕnt	rē çĕp'tiōn	mÿs'tī fÿ	mōr tăl'ī tÿ

## LESSON 255

## Noted authors

Pōpe	Cow'per	Brȳ'ant	Coōp'er
Grāy	Rūs'kīn	Thō'reau	Ir'vīng
Lāmb	Där'wīn	Spēn'sēr <small>(rō)</small>	Gōld'smīth
Dē Fōe'	Dīck'qēns	Jōhn'sōn	Ín'gē lōw
Mīl'tōn	Hōlmes̄	Mā cāu'lāy	Al'cott
Bān'crōft	Whīt'tī gr	Thăck'ē rāy	Tēn'ný sōn
Cār lȳle'	Cōle'rīdʒe	Hāw'thōrne	Lōng'fēl lōw

Which of the authors named above are English and which American?

## LESSON 256

Complete the following with *tion* or *sion*:

cōn fēs—	ě rǔp—	pōš šēs—	ěx plā nā—
foun dā—	dī mēn—	īn tēn—	prō vī—
dē clēn—	ăf fēc—	đc cā—	dē çēp—
cōr rēc—	pēr mīs—	ěx pē dī—	ěx cūr—
cōn vēr—	cōn vūl—	ăm bī—	cōn dī—

## LESSON 257

Find the synonyms in the following list:

īn'sīde	ěx'īle	cōm'băt
băf'fle	băt'tle	īn vēnt'
bān'īsh	cōn trīve'	nēg'lī gēnt
frūs'trātē	câre'lēss	ěn dūr'ānče
īn tē'rī gr	pā'tiēnče	

## LESSON 258

## Plurals of compound words

cūp'fūl	cūp'fūls
hāng'ēr-ōn	hāng'ērs̄-ōn
spōon'fūl	spōon'fūls
hōrse'mān	hōrse'mēn
mān'sērv ąnt	mēn'sērv ąnts
sīs'tēr-īn-lāw	sīs'tērs̄-īn-lāw
cōurt-mär'tiāl	cōurts-mär'tiāl

## LESSON 259

lēv'ī tȳ	ā cād'ē mȳ	ěx'ē cūte
mō'lār	hēr'ē tīc	lē vī'ā thān
lāv'īsh	gīld'īng	ăc tīv'ī tȳ
är rī'vāl	scal'lōp	māu sō lē'ūm
gȳm nā'sī ūm	hāugh'tī nēss	cāu'lī flow ēr
bōd'īče	mār'ī gōld	brū tāl'ī tȳ

## LESSON 260

Primitive words ending in *c* or *cs* commonly take the suffix *cian*; as, *music*, *musician*.

đp'tīc	đp tī'ciān	phȳš'īc	phȳ šī'ciān
lōg'īc	lō gī'ciān	māg'īc	mā gī'ciān
rħēt'ō rīc	rħēt ô rī'ciān		
mē ehān'īc		měeh à nī'ciān	
gē ô mēt'rīc		gē öm ē trī'ciān	
māth ē māt'īcs		māth ē mā tī'ciān	
mēt à phȳš'īcs		mēt à phȳ šī'ciān	

1. Make a list of ten other words whose derivatives are formed in the same way.
2. Use the derivatives in sentences.

## LESSON 261

ăb'străct	jǔm'ble	rā'dī ā tōr
ln'dī cāte	ĕv'ī dĕnçē	ū'nī vĕrse
dī'vĕrse	jŭs'tī fȳ	bă'n'dít
ă strāy'	că'n'ō pȳ	spěc'tā cle
sĭn'gū lăr	măl'lī fȳ	ĕn'vĕl ōpe
gĕs'tūre	fĕr'mĕnt	Jū'pī tĕr

## LESSON 262

The terminations *tion*, *sion*, *cian*, and *cion* are pronounced nearly alike, and often cause doubt as to the proper spelling of words. When a word having one of the above terminations is derived from a primitive word ending in *te* or *ct*, the termination of the derivative is *tion*; as, *create*, *creation*; *direct*, *direction*.

prō těct'	prō těc'tiōn
ĕ rěct'	ĕ rěc'tiōn
vī'brăte	vī bră'tiōn
rē trăct'	rē trăc'tiōn
lǐt'ī găte	lǐt ī gă'tiōn
năr răte'	năr ră'tiōn
süb trăct'	süb trăc'tiōn
měd'ī tăte	měd ī tă'tiōn
prōs'ĕ cūte	prōs ĕ cū'tiōn
grăd'ū āte	grăd ū ā'tiōn

*"The mind that is truly noble descends not to mean resentments."*

### LESSON 263

Write what you have learned about any two of the following:

Ē'rīn	Čīndērēl'lā	Mān Frī'dāy
Căthāy'	Greāt-heārt	Ōld Ī'ronsīdēs <small>(īrn)</small>
Crīs'pīn	Jōhn Bull	Brōth'ēr Jōn'āthān
Gō'thām	Jōhn Gīl'pīn	Pīl'lārs of Hēr'cūlēs

### LESSON 264

#### Synonyms

cōm plēte'	shōw	lā'z̄y	ěx hīb'īt
brāv'ēr ȳ	bān'quēt	coūr'āgē	läugh'ā ble <small>(ā)</small>
īn'dō lēnt	cōm'ī cal	pēr'fēct	īn'dūs trȳ
dīl'ī gēnčē	crāft'ȳ	coūr'tē s̄y	ärt/fūl
pō līte'nēss	īn'sō lēnt	fēs'tī val	īm pēr'tī nēnt

### PUNCTUATION

Punctuation marks help to develop the meaning of an author. They seldom indicate inflections, but are based chiefly on grammatical construction.

#### The period

A *period* should be placed after a complete statement, also after initials and abbreviations; as, "Hon. Stephen A. Douglas, of Illinois, was a noted statesman."

*"There is no road to wealth so certain as is economy."*

### The interrogation point

An *interrogation point* should be placed after a complete question ; as, "Are you going to walk to-day?"

**NOTE.** The interrogation point is not always placed at the end of the sentence ; as, "Why do you find fault ?" he asked."

### The exclamation point

The *exclamation point* should be placed after exclamations, whether they are words, phrases, or sentences ; as,—

Charge, Chester, charge ! on, Stanley, on ! — SCOTT.

## LESSON 265

### Dictation

What, silent still ? and silent all ?

Ah, no ! the voices of the dead

Sound like a distant torrent's fall,

And answer, "Let one living head,

But one, arise, — we come, we come !"

'T is but the living who are dumb.—BYRON.

### The comma

1. When a sentence is inverted, the inversion may be marked by a *comma*; as,—

At midnight, in his guarded tent,

The Turk was dreaming of the hour

When Greece, her knee in suppliance bent,

Should tremble at his power.—HALLECK.

2. Words and phrases forming a series are separated by *commas*; as, "Happy is the man who honors, obeys, loves, and serves his Creator."

3. Nouns in apposition are separated by *commas*; as, "Cicero, the greatest Roman orator, was distinguished for his patriotism."

#### The semicolon

1. The parts of a compound sentence are sometimes separated by a *semicolon*, especially if either member is subdivided by a comma; as,

I will be master of what is mine own;  
She is my goods, my chattels ; she is my house,  
My household stuff. — SHAKESPEARE.

2. *As* and *namely* before examples are preceded by a *semicolon* and followed by a comma.

#### The colon

The *colon* is sometimes used to separate the parts of a sentence when one of the parts is subdivided by a *semicolon*; as, "The book was divided into three parts: in the first, the writer discussed elementary principles; in the second, their application to his subject."

#### Marks of parenthesis

*Marks of parenthesis* denote that the words inclosed may be omitted without materially injuring the construction or the sense; as,

I would not enter on my list of friends,  
(Though graced with polished manners and fine sense,  
Yet wanting sensibility) the man  
Who needlessly sets foot upon a worm. — COWPER.

*"Lofty and pure sentiment is the life and hope of a people."*

### The dash

1. The *dash* shows that a sentence is incomplete, or it may show an abrupt change in the form of a sentence; as, "Day and night we heard the incessant chirp of grasshoppers — a noise like the winding up of countless clocks."
2. The *dash* is sometimes used in place of the parenthesis; as, "Those who loved her most heartily—and indeed, no one was loved more heartily — admitted that she had one serious fault."

*"What we earnestly aspire to be is in some measure what we are sure to become."*

## LESSON 266

### Dictation

You hear that boy laughing? — You think he's all fun;  
But the angels laugh, too, at the good he has done;  
The children laugh loud as they troop to his call,  
And the poor man that knows him laughs loudest of all.

Yes, we're boys,— always playing with tongue or with  
pen, —  
And I sometimes have asked, — Shall we ever be men ?  
Shall we always be youthful, and laughing, and gay,  
Till the last dear companion drops smiling away?

— HOLMES.

Copy the following abbreviations and write from memory the words or phrases for which they stand:

## LESSON 267

A.B., Bachelor of Arts
Abp., Archbishop
acct., account
Adm., Administrator
Admx., Administratrix
ad lib., at pleasure
adj., adjective
adv., adverb
æt., aged
agt., agent
amt., amount
anon., anonymous
atty., attorney
bal., balance
bbl., barrel
B.C., Before Christ
bot., botany
Bro., Brother
Bros., Brothers
Capt., Captain
Col., Colonel
cts., cents
cwt., hundredweight
D.D., Doctor of Divinity
do. (ditto), the same
doz., dozen
D.V., God willing
e.g., for example
Eng., England
et al., and others
etc., and others; and so forth
ex., example
Fahr., Fahrenheit

## LESSON 268

ft., foot
gal., gallon
hhd., hogshead
id., the same
i.e., that is
incog., unknown
Jr., Junior
Lieut., Lieutenant
L.I., Long Island
LL.D., Doctor of Laws
M., Meridian; Noon
M.C., Member of Congress
Mlle., Mademoiselle
M.P., Member of Parliament
MS., Manuscript
MSS., Manuscripts
Mme., Madame
Mt., Mount
N.B., Note well; take notice
N.O., New Orleans
p., page
pp., pages
Ph.D., Doctor of Philosophy
pop., population
Pres., President
pro tem., for the time
pwt., pennyweight
Sec., Secretary
Sen., Senator
sq. ft., square feet
Treas., Treasurer
U.S.M., United States Mail
vs., against

